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A Guide to Mentoring Leadership in Young Angolans

“Every now and then, a generation is called upon to be great.
You can be that great generation.”

By Nelson Mandela

Acknowledgements

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This resource is also the result of the task force that was convened by Sheila Dount Escandon and Lucía Fernandes. This global American and Angolan task force was charged at look how Guide can better leverage local and global youth leadership challenges today and tomorrow, to support, share and expand personal passion, vision and life goals.

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Additional Reading: 15 Best Leadership Books Every Young Leaders Needs to Read

Mentoring is not simply a nice, good-feeling kind of gesture, but really a social obligation and a moral obligation. It is to pass on to young people necessary skills and understandings, and to learn from them in a dialectical relationship because education is a social process.

~Professor David Brotherton

What is a Mentor?

The notion of mentoring is ancient. The word mentor comes from the character "Mentor" in Homer's epic tale, *The Odyssey*. Mentor was a trusted friend of Odysseus, the king of Ithaca. When Odysseus fought in the Trojan War, Mentor served as friend and counsel to Odysseus' son Telemachus.

In modern times, the concept of mentoring has found application in virtually every forum of learning. Mentoring is a personal and professional relationship that develops over time. A mentor is someone who takes a special interest in helping another person develop into a successful professional. According to the sociologist Morris Zelditch, mentors are:

- **Advisors:** people with career experience willing to share their knowledge;
- **Supporters:** people who give emotional and moral encouragement;
- **Tutors:** people who give specific feedback on one's performance;
- **Masters:** in the sense of employers to whom one is apprenticed;
- **Sponsors:** sources of information about and aid in obtaining opportunities; and
- **Models:** of identity, of the kind of person one should be to be a successful professional.¹

An effective mentoring relationship is characterized by mutual respect, trust, understanding and empathy. Good mentors are able to share life experiences and wisdom, as well as technical expertise. They are good listeners, good observers and good problem-solvers that set aside uninterrupted time for their students. They are approachable and available, and open to a two-way dialogue. They make an effort to know, accept, respect and champion the goals and interests of their mentees. They stay in touch with their mentees, and their mentees stay in touch with them, building a sustained relationship over time.

They help their mentees identify the questions they need to be asking; they promote their mentees' confidence, self-advocacy and independent thinking. They offer their mentees constructive criticism as well as praise. They help their mentees build networks and they look out for opportunities for them. Mentors establish an environment in which the

¹ Morris Zelditch, "Mentor Roles" (Proceedings of the 32nd Annual Meeting of the Western Association of Graduate Schools, Tempe, Arizona, 16-18 March 1990) 11. Western Association of Graduate Schools, Tempe, Arizona, 16-18 March 1990) 11.

mentee's accomplishments are limited only by the extent of his or her talent.

The nature of a mentoring relationship varies with the level and activities of both mentee and mentor. In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the mentee. Effective mentoring need not always require large amounts of time. An experienced, perceptive mentor can provide great help in just a few minutes by making the right suggestion or asking the right question.

Leadership Action Plan

For each unit there is a worksheet to be handed out your mentees. Worksheets include readings, activity instructions, discussion questions, and questions for personal reflection. By working through the material on these sheets, participants will come away at the end of this mentorship with clear leadership goals and objectives. Together this material will layout a Leadership Action Plan that participants can refer to as they move forward in achieving their life's mission.

Mentorship Units

1. Introductions & the Mentorship Contract

Overview

At the beginning of any relationship, we clarify our expectations about how we will be together. We do this by what is said and what is not said. Soon our roles become clear – who has the lead? Who competes? Who supports? Who engages or challenges? The way we are at the beginning often sets the context for what is to come.

In the mentorship relationship, we want to consciously create a context that will support the relationship's success over time. The more self-disclosing each person is, the more likely trust will develop. The more you share what really matters to you, the more an authentic relationship will emerge. Set an intention to be open, respectful, and trusting so that you create powerful meaning in your relationships.

Goals

Participants will

- Initiate the mentorship partnership.
- Clarify what all parties are seeking from the partnership.
- Understand more about each other and how to maximize the partnership.



Introduction Icebreaker

Have the members of your group partner up and learn the following things about each other:

- Name,
- Place of birth or childhood home,
- One thing that makes them unique, and
- What LEGACY they would like to leave in their life, in their work – for what to they want to be remembered?

Everyone will then take turns introducing their partner by sharing the answers the above questions.

Legacy: Making a meaningful, lasting and energizing contribution to humanity by serving a cause greater than your own.

Come prepared with your own copy of the Mentorship Contract found in Appendix A.

Share sections from it with the group as you guide them through this exercise so that your mentees understand your aspirations in becoming involved with this program.

Hand out copies of the blank Mentorship Contract found in Appendix A and have participants fill out the section on Mentorship Goals and Aspirations.

Next have the participants discuss what level of confidentiality they expect from each other throughout this process and why. Also have participants discuss what the consequences should be if a member of the group breaks that agreement. Create a group statement of confidentiality using the resources and sample statements in Appendix A. Have participants include your group confidentiality statement in their Mentorship Contract.

Confidentiality

Trust must be a verb before it is a noun. You must trust and be trustworthy to be trusted. It is one of the most, if not the most, important factor in a mentorship. Mentoring groups will share information about one another throughout this association. Participants must be very clear on the limits they want to place on the information shared. Establishing clear boundaries is a big step toward building trust.

As a group, fill out together the section on Meeting Logistics. Filling out this section together ensures that everyone is on the same page and knows what to expect over the course of the next few months. Gather up all the contracts and take them home to read over before you sign them. Make sure you understand everyone's goals and aspirations before you sign the contracts. Contact them if you have any questions or need clarifications.



Partner Discussion: Getting to Know You

Have your mentees partner up again.

- A. Ask them to take turns sharing their greatest career or life challenge and how they addressed that challenge. Have them consider:
- What did they feel?
 - What did they think?
 - Who else was involved and from whom, if anyone, did they enlist support?

Once both partners have a chance to describe their challenge, they should then take turns sharing what insights they have gained about each other through these stories. For example, “The story of your challenge and how you handled it demonstrates that you are courageous, clever and quick thinking.” Have participants be specific and concrete in describing their insights.

- B. Still in partners, have the participants take turns sharing a story about peak experience or high point in their life – a time when they felt most alive, most engaged, and really proud of themselves and their work. Again, once both partners have shared their high point, they should then take turns describing what new insights they have gained about each other.
- C. Finally, have the partners take turns describing what gives them a sense of energy and fulfillment. What taps into their passion?

Personal Reflection

Have participants fill out the Personal Reflection section of the unit Worksheet, noting the insights that their partners saw in their stories. Instruct them to record these insights in a **power statement** format – first person, active voice: “I am [fill in blank]”. Have them create a list of power statements, for example:

I am bold.
I am creative.
I am a quick thinker.
I am talented.
I am strong.

Finally, ask participants to reflect on and record, without being humble, what they most value about:

1. Themselves and the way they live their life.
2. Their work / family / friends/ school / community.

Homework: Journal Reflections

Ask participants to continue these reflections and record them in their journal. Have them continue to add to the list of power statements. Also have them continue to reflect on and record what they value most in life.

2. Defining Leadership

Overview

This unit requires participants to first think about what leadership means to them and then to contemplate how they have already demonstrated these qualities through their actions. Starting with *their* definitions is important as it gives you insights into how your mentees view the world and enables you to build on their existing foundations of understanding. Importantly, their definitions of leadership usually shine light on the type of leader they aspire to be and which, therefore, you should aspire to help them become!

By having participants share stories about how they have demonstrated some of the qualities they admire, they start to develop awareness of 1) how they already have many of these capacities; 2) what kind of leader they are in the present moment; and 3) their potential.

The final segment of this unit helps participants expand their horizons and consider new possibilities.

Goals

Participants will

- Reflect on and share what it means to be a leader.
- Create their own definition of leadership.
- Share a story that helps them understand and connect with their own leadership attributes.
- Expand their understanding of what it means to be a leader.



Group Discussion

Before you offer any definitions of leadership ask participants to think about and share their own. Start by asking participants to define what it means to be a good leader -- have them list attributes and examples of good leaders. Write their comments on a flip chart so they can all see what has been shared. Use the following questions to fuel the discussion:

1. What is leadership?
2. How do you define leadership?
3. What are the characteristics of a wise leader?
4. What qualities are found in a good leader?
5. Name examples of people exercising these qualities.



Personal Reflection

Hand out the Defining Leadership Worksheet from Appendix B. Ask your mentees to fill out both sections. First, they should note the characteristics and qualities of a good leader that they feel are most important. Second, reflecting on these qualities, they should write their own personal definition of good leadership.

Partner Discussion Exercise: Storytelling

Now have your group partner up and ask them to take turns sharing a story about a time they acted as a good leader – according to their definition. They should contemplate the ways in which their leadership skills have positively impacted their family, friends, neighbors, community, and workplace or school.

Forming a group again, have each participant share two things from their partner's story that relate to the attributes of leaders that were discussed at the beginning of this session.

Expanding Horizons

To enrich participants' understanding of leadership, here are some diverse definitions of leadership you can share. Have participants pick one or two definitions that they like the most and write them down on their worksheets.

- Leadership is the art of leading others to deliberately create a result that wouldn't have happened otherwise.
~Search Inside Yourself Leadership Institute
- Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has.
~Margaret Mead
- A manager takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to.
~Rosalyn Carter
- My definition of a leader . . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it.
Harry S. Truman, 33rd President of the United States
- If your actions inspire others to dream more, learn more, do more and become more, you are a leader.
John Quincy Adams, 6th President of the United States
- I am looking for a lot of men who have an infinite capacity to not know what can't be done.
~Henry Ford

- My own definition of leadership is this: The capacity and the will to rally men and women to a common purpose and the character which inspires confidence.
~General Montgomery
- You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.
~Eleanor Roosevelt
- It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.
~Nelson Mandela
- All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.
~John Kenneth Galbraith
- Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations.
~Peter Drucker



Homework: Journal Reflections

Ask participants to reflect on and observe how they act as a leader or how they embody the aspects of leadership discussed today.

3. Context Analysis: Roles of Young Leaders in Angola

Overview

Analysis of the current context helps participants consider opportunities and challenges in their leadership development.

Goals

Participants will

- Describe the current reality, what roles young leaders currently play in Angola.
- Identify potential roles for young leaders and, specifically, for themselves.



Group Discussion

Get out a flip chart and have a participant volunteer to take notes as you lead the group through a discussion of the following questions:

- What roles do young leaders currently play in Angola?
- What roles does this country need young leaders to play?
- How do you envision either achieving the role you would like to play or creating the role that your community needs?
- What are the current barriers for the inclusion and advancement of young leaders within Angolan society?
- What are the current opportunities for the inclusion and advancement of young leaders within Angolan society?

NOTE TO MENTORS: Sometimes it is challenging for participants to envision and name what they may think is not possible. This exercise is meant to expand what mentees might consider within the realm of the possible. Come prepared with a list of potential roles that you can give as examples for the group if they struggle with identifying their own examples.



Partner Discussion

Have participants partner up and hand out the Context Analysis Worksheet found in Appendix C. Have them take turns responding to the Partner Discussion Questions found on the worksheet, making notes as they go along:

- When did I witness powerful youth leadership?
- What was this experience and what made it so special?
- When was a time that I acted as a young leader?
- What were the circumstances?

- What made this event or situation special?
- What role would I like to play as a young leader?

Homework: Journal Reflections

Have participants pay attention to all the ways they act as a leader throughout their daily lives. Have them reflect in their journals about the opportunities and barriers to acting as a leader in their family, in their communities and in their schools or workplace. What roles are open to them as a young leader and which are not?

4. Passion

Overview

Being able to connect to and identify one's passion is key to being an excellent leader and to reaching one's potential. A leader who is passionate about their work has a special kind of fuel that will energize others to follow their dream and will sustain the leader through the toughest of challenges.

There is no passion to be found playing small – in settling for a life that is less than the one you are capable of living.

~Nelson Mandela

A great leader's courage to fulfill his vision comes from passion, not position.

~John Maxwell

Goals

Participants will

- Gain a greater understanding of the vital role that passion plays in realizing their leadership vision.
- Learn about passionate leaders.
- Reflect on and articulate their passion(s).

Materials Needed

- Large blank pages of paper
- Color pencils, markers or paint.



Group Discussion: Passionate Leaders

To be a great leader you simply must have passion. People who choose to follow your vision will expect passion. In fact, you will find that people will go to the ends of earth because of it, live and die for it. Think of the sailors who traveled with Christopher Columbus or Leif Ericsson to explore uncharted waters. Their leaders' passion inspired them to take on new and very dangerous challenges.

Specifically, look at this advertisement placed by Antarctic Explorer, Sir Ernest Shackleton in 1914:



Over 5000 men are said to have responded to this ad, which is a call to participate in Shackleton's passionate dream. Of these 5000 applicants, 27 men were selected and all returned home safely after an extraordinary grueling two year expedition.

Like Shackleton, to build an extraordinary team, you've got to light the "fire in their bellies," to get them to feel passionate about the work they are doing and connect to the leader's vision. Passion is such a key part of being a great leader that if you don't have it, you simply can't be a great leader.

Have your group discuss the following and make notes on a flip chart:

- Name your favorite leaders throughout the ages and consider whether or not they had passion.
- How did their passionate manifest? Describe it. How could you tell they were passionate?

☀ Video Clip: Apple CEO Steve Jobs' Commencement Address

Drawing from some of the most pivotal points in his life, Steve Jobs, chief executive officer and co-founder of Apple Computer and of Pixar Animation Studios, urged graduates to pursue their dreams and see the opportunities in life's setbacks -- including death itself -- at Stanford University's Commencement on June 12, 2005.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

~Steve Jobs

For a full transcript of Steven Job's Stanford University Commencement Address see Appendix D.

Group Discussion

Have the group reflect on this video clip and discuss the following questions:

1. Steve Jobs share three stories in this commencement address. What were the main messages of each story?
2. How do these life lessons reflect and demonstrate what Steve Jobs is passionate about?

Inner Reflection: What is My Passion?

1. Guide your group through the following instructions to help them create an inner space for reflection:
 - Sit quietly with your spine nice and straight. Close your eyes. Quiet down your body and your mind. Relax. Be 100% present in this moment. Breathe deeply.
 - From within this quiet space, stop and ask yourself, "What is passion? What am I passionate about?" Sit with this question. Don't try to answer the question immediately. Instead, be still and wait. Let the answer find you instead of you finding the answer.

Give participants about 10 to 15 minutes of silence to meditate on these questions.

2. Next give participants a fresh piece of paper and ask them first, to draw their passion:
 - Be bold. Do not try to be an artist. Let your passion be expressed without any boundaries on how you express it.

Give participants about 10 minutes to complete their drawing.

3. Now, go back to the Passion Worksheet from Appendix D and ask participants

complete the worksheet by noting:

- Their passion.
- All the ways their passion is expressed in their life (through activities, work, friends, projects, in their free time).
- All the things that get in the way of expressing their passion.

Group Discussion: Personal Passion

Back to the flip chart, ask participants to take turns sharing their passion and record them as you go along. Make sure that they can clearly articulate their passion.

Homework: Journal Reflections

Participants should take time to witness how they express their passions in their daily lives and write their reflections in their journal. What barriers do they put up that prevent them from fully expressing and sharing their passions? What things enable and embolden them to express their passions?

5. Visión & Missión Statements

Overview

Your vision is all about what is possible and forms a picture of the future you want to create. Your mission states what it will take to make that vision come true. Once you have these two statements in place, you will gain clarity on where you need to invest your energy in order to realize your dreams.

The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.

~Reverend Theodore Hesburgh

Goals

Participants will

- Clearly articulate their vision and mission statements.

Visión Statement

Hand out the Vision & Mission Statements Worksheet found in Appendix E. Go over the sections introducing Vision Statements by either having participants read these sections or by reading them to your participants.



What is a Vision Statement?

A Vision Statement tells the world what change you wish to create for the future of yourself, your community and/or your organization. We can only create significant improvements if our vision is about exactly that -- the difference we want to make, the dream of our highest potential.

You must have a vision: "You must stand for something, or you'll fall for everything." But what does that really mean? As a leader, you have to learn to communicate your vision or the vision of your organization to the people you want to follow you. But how can you do that?

Learn to paint a picture with words. Speak it, write it, draw it, dance it, and touch it. Whatever methods you can use to create a picture, do it. As they say, "A picture is worth

a thousand words."

Personal Reflection: Vision

Here are the elements of writing a compelling vision. A vision from the heart:

- Represents a specific destination, or your desired, ideal end state.
- Is written in the present tense.
- Emanates from your personal values and governing principles or ideas.
- Is ongoing and never ending.
- Is alive.
- Is not a solution to a problem.
- Inspires and generates energy and commitment.
- Has a sense of calling – you want it for its own sake.
- Is a part of you and reflects a strong intention on your part to achieve.

Now have participants start by considering the list of power statements that they wrote down in the first unit. Have them make note of these statements on their Vision & Mission Statements Worksheet. If they wish to add to that list of talents at this time, have them do so (remembering to phrase them in the first person active tense, "I am..."). Also have participants refer back to their personal passion. With these power statements and their passion in mind, have participants write down their personal vision statement on their worksheet. What do they wish to strive for? What change do they wish to create in themselves, their community, in the world?

Come prepared with your own vision statement. If participants get stuck, share your own.

Your Vision in Motion

Now have everyone stand up. Close their eyes. Remember their vision, remember their power statements and their passions, what would their vision and their list of talents look like if they danced them. Play music and prompt participants to think of each talent they have and to dance it.

And passion is infectious: When you talk about your vision, let your passion for your vision shine through. Others will feel it and want to get on board with you. If you don't have passion for your vision, you need to recreate your vision or reframe your description of your vision so it's connected to your passion.

~Anonymous

Create Your Mission Statement

A Mission Statement turns a vision into practice. The Mission Statement lays out what work needs to be done in order to create a vision. Instruct participants to make sure that

their mission statement is clear, inspiring, and engaging -- one that generates enthusiasm. Their mission should be large enough to encompass a lifetime of activities. Here are some samples:

- My mission is to create, nurture and maintain an environment of growth, challenge and unlimited potential for all those around me.
- My mission is to uphold, discover and support trust, honesty and integrity in all relationships.

Go back to the worksheets for this unit and walk your mentees through the steps outlined in the Mission Statement section.



Group Discussion: Personal Vision and Mission Statements

Get out a flip chart and ask participants to take turns sharing their personal vision and mission statements. Record them as you go along. Assist them if they are struggling to make clear, simple statements.



Homework

Have participants post these statements somewhere in their homes where they can be reminded of them daily.

6. Evaluating Strengths and Weaknesses

Overview

Knowing their strengths and weaknesses helps leaders identify where they either need to develop new skills or to gather support around them to complement their abilities. Having this awareness is essential for planning an education, building a team, starting a business or launching any new venture. You'll have a clear idea of what skills sets, resources and support that you'll need to realize your vision.

Goals

Participants will

- Reflect on and identify their strengths and weaknesses.
- Develop a system for becoming aware of blind spots.



Personal Reflection: Strengths and Weaknesses

Hand out the Strengths and Weaknesses Worksheet from Appendix F. Have participants fill out the first part of this worksheet, taking stock of their current reality by making two lists:

1. **Weaknesses/Limitations:** list the things that you do that keep you from realizing your potential and the fulfillment of your values. Note things that limit your ability to achieve personal mastery. Include your fears or concerns about yourself. Be sure to include items related to you as a professional as well as non-professional.
2. **Strengths:** list your strengths — things that help you succeed and the way you fulfill your values. Include items where you may have achieved a degree of mastery.



Interactive Group Exercise: Finding your Blind Spots

Now that participants have identified their strengths and weaknesses, let's try to identify blind spots or at least develop a system for becoming aware of them. Blind spots are areas of strengths or weakness that we are not aware of yet others around us may see. Getting feedback from trustworthy peers and mentors helps us to discover attributes that could be potential pitfalls or that could be leveraged to achieve our mission.

The Johari Window

Outline four quadrants on the floor with tape or rope. Also draw the following diagram

on a flip chart:

	Known to Self	Unknown to Self
Known To Others	Known	Blind
Unknown To Others	Hidden	Unknown

Explain each of the quadrants by standing in that box and giving a personal example of what would be in each box:

- 1) **Known**: Name something that you know about yourself and that others know about you. Confirm with the other participants that they know this fact about you. Example: I have curly hair.
- 2) **Hidden**: Name something that you know about yourself and that you don't share with people but feel comfortable sharing at this time with this group. Confirm with the group that they didn't know this about you. Example: My grandfather was born in Zambia.
- 3) **Blind**: Participants try to name something about you that you don't know. Confirm with you that this information is unknown to you. Example: I am an excellent cook. I may like to cook but feel that my cooking isn't that good.
- 4) **Unknown**: This quadrant is the most difficult to identify. You may not be able to identify anything but spend a few minutes exploring possibilities. Usually these are

things that we discover when we try things for the first time or are in a completely new situation. Example: I am able to learn Salsa dancing very quickly and am able to dance well.

Now have participants take turns moving through all four quadrants with the help of the group.



Personal Reflection: Johari Window

Have participants return to the Strengths and Weaknesses Worksheet and note what they learnt in each quadrant of the Johari Window.



Homework: Journal Reflections

Ask participants to continue identifying aspects of themselves that fit in each of the quadrants of the Johari Window. Get them to have a trusted friend help them figure out hidden and blind spots.

7. Mapping Your Support & Goal Setting

Overview

Now that participants have clearly defined their vision, created a mission statement, and identified their strengths and weakness, they will reflect on what support they have and what support they need in order to achieve these concrete dreams.

Goals

Participants will

- Create a map of all the support they currently have; and
- Identify what support they need to find.

Materials Needed

- Large blank pages of paper;
- Color pencils or markers.



Personal Reflection: Mapping Your Support

Hand out the Mapping Your Support & Goal Setting Worksheet found in Appendix G. Have them work on the Personal Reflection Questions, being as detailed as possible:

1. What support do I have already to enable me to create my vision and mission?
2. What support do I need to find to enable me to create my vision and mission?

Now give each participant a large sheet of blank paper. Have them write their vision and mission statements in the center of their page. Next have them write out what support they have and what support they need to find on the page around their vision and mission statements. Suggest that they use different colors and sizes of writing to represent each item.

When they are done writing out these items, have participants go back and underline, “What support I have already that I need to call upon.” Otherwise known as their untapped support. For example, they might have family member or friend who has offered to look after their children so they can take some classes.



Group Presentations

Have participants present, one at a time, their “Support Map” to the entire group. The group should provide feedback on the maps, providing further suggestions about support they may not have considered. The goal behind asking participants to present their maps to everyone is to expose them to other options and possibilities. You should actively support participants as they make their presentations by offering up additional options.

Personal Reflection: Goal Setting

Now ask participants to turn to the Goal Setting section of the unit worksheet. Keeping in mind their vision, mission, passions and support, have them set out at least five short-term and five long-term goals.

Homework

Have participants hang this map up somewhere they can see it every day and continue to add to it.

8. Team Building: Creating a Shared Vision

Overview

The first step in building a team is having a shared vision. A shared vision provides a strong foundation onto which a group's mission can be clearly developed and built.

Goals

Participants will

- Learn how to take a team through a process of finding and defining a shared vision.

Small Group Exercise: Developing a Shared Vision

Start by sharing the reading reflection from Appendix H on Creating a Shared Vision. You can either read it to the group or hand it out. Ask them to keep this reading in mind as you divide them into groups of three or four people.

Now move to the Creating a Shared Vision Checklist on this unit's worksheet. Ask participants to reflect back to their context analysis of young leaders in Angola. Their assignment is to create a shared vision for young leaders in Angola by working through the following checklist:

1. Discuss and agree on the current context for young leaders in Angola. Add clarifications and additions as necessary.
2. Make sure your list captures what all group members want.
3. Now taking into consideration this context, write a vision statement. Make sure the vision statement is broad enough to address all elements of the current context.
4. Come to an agreement with all members of your group on the final wording for your vision. Ensure the vision statement is written in the present tense. Make sure your vision describes an end-state (WHAT YOU WANT), not how you will get there (PROCESS). Don't let your concern about how to get there (PROCESS) keep you from agreeing on what you want.
5. Choose a slogan that captures the essence of your "vision" when you finish your revisions.

Notes on this discussion should be made on the unit worksheet.

Group Exercise

Now have the groups take turns presenting their shared visions and slogans. Ask each member of group members how well they feel this vision and slogan addresses their vision for young leaders in Angola – in doing so you are testing how well the group did finding a vision that fits for everyone. Have the other groups provide feedback.

Homework: Journal Reflections

Have participants reflect in their journals about either the stated or underlying (unstated) visions of groups they have been a part of, are currently a part of, or would like to become a part of. How well do these visions fit these groups? Do these visions attract others to join the group or are they a barrier?

9. Team Building Part Two: Listening & Asking Questions

Overview

In order to create and motivate a strong team, you must be able to listen actively and ask questions that help you learn and understand. Participants should have already experienced the need to listen and ask questions as they created a shared vision. In this unit they will take time to further develop these skills.

The leader of the past was a person who told. The leader of the future will be a person who asks.

~Peter Drucker

Goals

Participants will

- Learn the key aspects of active listening.
- Gain an understanding of the importance of asking questions.
- Practice their new listening and questioning skills.

Group Exercise: Active Listening

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings.

Divide your mentees into two groups -- group A and group B. The groups are going to go through four rounds of listening and storytelling, always partnered with someone new from the other group for each round (i.e. members of group A will always be partnered with someone from group B). Before each round, hand out the instructions for that round ensuring that group A and group B do not see each other's instructions.

Round One

- Group A: Tell a story about a beloved family member or friend who passed away.
- Group B: You have just received a phone call from a friend asking you to

urgently come see them. You have no interest in listening to the story from your partner. You just want to leave.

Round Two

- Group A: You stayed up very late last night looking after a friend that is ill and you are barely able to stay awake. You have a hard time following the story of your partner.
- Group B: Tell a story about something you recently accomplished of which you are very proud.

Round Three

- Group A: Tell a story about something in your life that you are very concerned about right now.
- Group B: Listen to your partner as if they are the person you respect and care for the most in the world.

Round Four

- Group A: Listen to your partner as if they are the person you respect and care for the most in the world.
- Group B: Tell a story about something in your life that you are very concerned about right now.

Group Debrief

Now bring the group back together and debrief the exercise with the following questions:

1. What did it feel like to be the storyteller in the first two rounds?
2. What did it feel like to be the listener in the first two rounds?
3. What did it feel like to be the storyteller in the final two rounds?
4. What did it feel like to be the listener in the final two rounds?

Get out a flip chart and ask for a volunteer to take notes. Based on the above exercise, ask the group what it means to be a good listener. Use the following questions to prompt the group:

1. How can you tell if someone is listening to you?
2. How can you tell if someone is not listening to you?
3. How do you feel if someone is listening closely to you?
4. How do you feel if someone is not really paying attention to what you say?

Now hand out the Listening and Asking Questions Worksheet in Appendix I. Review with the group the five key elements of active listening, comparing this list to the one the group just created, checking of the similar points:

1. ***Pay Attention***
2. ***Show That You're Listening***
3. ***Provide Feedback***
4. ***Defer Judgment***

5. *Respond Appropriately*²

Ask for two volunteers to role-play active listening. Have the first volunteer tell a true story about something that has happened to them recently that is really bothering them. The second volunteer listens “actively”. As the rest of the group watches they should make notes on the listener’s skills. When the story is complete, have the group give feedback on what listening skills they witnessed. What did the listener do well? What could they have done to actively listen better?

Listening Skills Test (only available in English)

Have participants take the following listening skills test online:

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3206

If you don’t have the facilities to do the test during the session, ask the participants to complete the test on their own time. The test and the basic test results are free and build well on the knowledge being developed in this unit.

Group Discussion: Asking Questions

An important part of active listening is asking questions. Asking questions is an important strategy for building understanding and trust. Get out your flip chart and ask participants to list reasons for asking questions. Once you have a thorough list, have participants turn back to their Listening and Asking Questions Worksheet and go over the list of Top Ten Reasons Leaders Ask Questions:

1. Gather Information.
2. Build and maintain relationships.
3. Think clearly, logically, and understand a step-by-step plan.
4. Solve problems, make decisions, and challenge assumptions.
5. Set and accomplish goals.
6. Clarify and confirm listening.
7. Teach and learn.
8. Negotiate and resolve conflicts.
9. Take charge, focus attention, and bring about productive action.
10. Create and innovate – open new possibilities.

Make note of which reasons the group already listed

Personal Reflection

² James Manktelow and Amy Carlson, “Active Listening” (Mind Tools, Web, February 12, 2015).

Have the participants take some time to fill out the Personal Reflection section of the Listening and Asking Questions Worksheet.



Homework: Journal Reflections

Ask participant to practice the skills they learnt in this unit. Have them make notes of their experience, both challenges and successes.

10. Cultivating a Network

Overview

Networking is a core leadership skill. You have to connect with others in order to gain access to the resources you will need to realize your vision, your mission. Expanding a network will expand your sphere of influence and your ability to create the opportunities needed for your success.

In organizations, real power and energy is generated through relationship. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.

~Margaret Wheatley

Goals

Participants will

- Understand the value of cultivating a powerful network of support.
- Increase their comfort zone with networking.
- Plan how to cultivate a larger network of connections.

What is Networking?

Hand out the Cultivating a Network Worksheet found in Appendix J and go through the introduction of “What is Networking?” by either letting participants read this section or by reading it to them.

An organization is a network of conversations. All work gets done through conversations and if you follow the conversations, you can see who is involved with what and how works gets done. To have a network beyond the people with whom you interact on a daily basis is essential for realizing your vision. In *How to Be a Star Performer*, Robert Kelly says that for every hour a star performer spends seeking answers through a network; an average person spends 3 to 5 hours gathering the same information.³ Every time you engage someone you don’t know well in conversation and discover interests and ideas you have in common, you are expanding your network of conversations or “networking.” By thoughtfully choosing to cultivate a supportive network with people who have a particular knowledge or expertise, you are truly increasing your capacity to create your vision.

³ Robert Kelley, *How to Be a Star Performer* (New York: Three Rivers Press, 1998) 45.

Networking gives you the opportunity to share and exchange skills, insights, and experience. You find out what is important and why. You can even avoid costly mistakes or duplication of efforts by finding out what is going on outside of your immediate circles. By cultivating a larger network of support, you could be in conversations that have a bigger impact on your mission. Having a bigger impact means that more people will benefit from the transfer of know-how and sharing of experiences.

Partner Discussion: Part A

Before this session, take some time to make some notes about your network. Share with the group highlights from your responses to the questions they are about to answer in the Partner Discussion Part A of the Networking Worksheet).

Now have your mentees partner up and take turns working through the Partner Discussion Questions Part A.

Personal Reflection

Based on their partner discussion, have participants take some time to make note of their insights they've gain about themselves in regards to networking in the Personal Reflection section of the Networking Worksheet.

Partner Discussion: Part B

Now have participants move to Part C of the Networking Worksheet. With their partner, they should consider their Mission Statement, Short-term and Long-term Goals. Who can help you with achieving their mission and their goals? Who has knowledge they might need? Have them begin to fill in the Networking Chart on the worksheet with the assistance of their partner.

Homework

Get participants to continue reflecting on their networking potential and adding to their chart.

11. Increasing Visibility

Overview

Networking is an important step towards increasing your visibility. In this section, participants will learn how to build further on this skill. It's one thing to be an achiever and good leader and it's another thing to be recognized for these contributions and strengths. Achieving your leadership and career goals requires that you be visible in the right way to the right people and showcase your skills and talents.

What you do speaks so loud that I cannot hear what you say.

~Ralph Waldo Emerson

Goals

Participants will

- Discuss ways to enhance their visibility.
- Explore effective self-promotion skills.
- Address the challenges and risks associated with seeking increased visibility.

Introduction to Increasing Visibility

Hand out the Increasing Visibility Worksheet found in Appendix K and go through the introduction with the group.

Let's begin with a fundamental premise borrowed from the work of Molly Gordon "you must show up in order to serve..." If you are invisible, others will not find you. In other words, you cannot afford to play small – you cannot have and be recognized for a positive impact if you show up anything other than bold, enthusiastic and self-confident.

The good news is that there are ways to be visible and promote yourself while being authentic to yourself and your values. Think of it as demonstrating your contributions and telling your story to those who need to hear it so they can utilize your strengths and reward your positive contributions. Authentic self-promotion, in this context, means moving yourself into the awareness of people whom you expect to benefit from your work. Doing so requires that you draw on basic relationship building skills and focus on more than just completing the task well, on time, and within allocated resources.

Group Discussion

Get out a flip chart and have a volunteer take notes. Ask the group to list:

1. Names of people they consider to be visible leaders. Don't limit this list to people on the news. Include friends, family, and members of their community that they see as leaders and therefore are "visible" leaders.
2. What have these leaders done to become visible?
3. Ask participants what things they have done in the past that have made them a "visible" leader.
4. What could participants do to increase their own visibility?

Now turn back to the Increasing Visibility Worksheet and have the group go over Molly Gordon's principles for authentic promotion, noting how many of her points they listed in your discussion.

Partner Discussion

Have participants partner up and discuss the following questions from the Increasing Visibility Worksheet, making note of their responses as they go along:

1. What is your comfort level with being visible and viewed as significant contributor? Do you feel uncomfortable showing up and being visible? When you make a notable contribution, are you comfortable with receiving praise? Do you prefer to be less visible?
2. What is the importance of visibility to achieving your leadership goals?
3. In the context of your leadership goals, discuss with your partner some potential activities you might undertake to increase your visibility so others can notice your strengths. Also discuss how you can highlight your routine, day-to-day activities in a way that focuses positive attention and who needs to be more aware of your contributions.
4. Discuss values and any unwritten rules of your community, culture, and / or organization regarding visibility and how you will take them into consideration as you pursue increased visibility.
5. Describe a time when you made a visible, value-added contribution to your family, community, school and / or organization? Did you receive positive recognition for your contribution? If not, why not?
6. Identify one or two people who are both visible and highly regarded. What do they do that is worthy of emulation?

7. What are the challenges and risks associated with seeking visibility? Describe a situation when you or someone you know performed in a visible way and did not achieve the outcome they desired. What contributed to this outcome?
8. Identify one or two strategies you can use to increase your visibility and to whom you wish to be more visible.



Group Discussion

Once the partners are finished answering most of the questions, come back to the group again. Go around the room and have everyone share one of their strategies for increasing visibility.



Homework: Journal Reflections

Ask participants to continue reflecting and making notes on how they could authentically increase their visibility.

12. Presence

Overview

Presence is an important component of being visible and being able to communicate effectively. Without a strong presence, your ability to be noticed, connect, and be remembered will be significantly diminished. This unit will examine the elements that come together to create a strong presence.

‘Command presence,’ in military and law enforcement circles, describes the physical way in which leaders lead: their body movements, tone of voice, the way they stand, how they make eye contact.

~Brian Friel

Goals

Participants will

- Gain an understanding of the key elements of presence.
- Start to develop an awareness of the nature of their presence.
- Develop skills for strengthening their presence.



Group Discussion

Get out your flip chart and have a volunteer make notes as you ask the group the following questions:

- What does it mean to have presence?
- What traits create a strong or commanding presence?
- Name people you feel have an inspiring leadership presence. What makes their presence strong?



Group Exercise: Coaching Leadership Presence

Being able to effectively coach a friend or colleague is an important leadership skill. In this group activity, participants will learn some basic coaching skills as they help each develop greater awareness of their leadership presence.

Step One: Hand out the Presence Worksheet from Appendix L. The sheet begins with some simple coaching guidelines to get you started:

1. Always start with positive feedback.
2. Give specific and constructive feedback; i.e., how can they make an improvement.
3. Make your feedback straightforward (simply, clear language).
4. Be a good listener.
5. Act as a mirror for that person.
6. Be gentle.
7. Pay attention to how much feedback someone is able to receive.

Step Two: Ask for a volunteer to be coached on their leadership presence. Have the volunteer share their passions, vision and mission statements.

Step Three: Have the group work together to “coach” the volunteer. Following the coaching guidelines, provide the volunteer with feedback on their presence – specifically ask the group to provide feedback on:

1. Voice (projection & tone)
2. Body Language
3. Eye Contact
4. Hand Gestures
5. Breath

Sometimes it helps to stand up and mirror the person’s presentation so that they can “see” what they are doing. If you have the ability to video tape and then play back the tape, that can also work as an excellent mirror. If tips for improvement are given, have the volunteer try out the suggestions in front of the group so that a) they get a feel for what adjustment to make and b) they can confirm that they have understood the feedback.

Make sure the group keeps the general tone of the feedback positive and constructive. Feedback that isn’t constructive and clear is NOT helpful and can be confusing.

Step Four: Then divide into small groups and have participants take turns presenting their passions, vision and mission statements followed by coaching feedback from the other members of their group.

Personal Reflection: Coaching Feedback

Have participants make notes on the Presence Worksheet about the feedback they received through the coaching exercise. Building on this feedback, have them take some time to identify the qualities of their unique presence by answer the questions in the Leadership Presence Reflections Section:

1. What type of presence do they have?
2. What are their strengths?
3. What elements of Presence can they work on developing?
4. How will they accomplish these developments?

Homework

Ask participants to take opportunities to practice their presence development goals and look for feedback from trusted colleagues.

13. Presentation Skills

Overview

Presence is just one ingredient that goes into making a good presentation. This unit will delve further into how to prepare and make an excellent oral presentation. Simply stated, public speaking is a skill like any other – the more you practice it, the better you will become and the more comfortable you will feel.

Goals

Participants will

- Learn how to prepare for an oral presentation.
- Identify what makes an excellent presentation.
- Practice new presentation skills.



Video Clip: Sean Combs Howard Commencement Address 2014

Hand out the Presentation Skills Worksheet found in Appendix M and go over with the group all the tips for making a “Fantastic” presentation. Then have your mentees watch the Sean Combs video clip (or any other clip of a well delivered speech) and make note of what he does well and where there might be room for improvement.

Clip Introduction: Successful businessman and singer, Sean Combs talks about what it takes to become a huge success in this world and how you can reach all of your biggest dreams and goals in life.

No one is going to take yourself to the front of the line, unless you push yourself to the front of the line.

Do you know how powerful you are?

What am I going to do now? I had to find my inner power. Remember the power of you.

Don't be afraid to close your eyes and dream BUT then open your eyes and see.

~Sean Combs



Group Discussion

Ask participants share their overall impression of the speech. How did it impact them? Did they like the speech? Did they feel connected to the speaker (why or why not)? Was it memorable?

Next have the group refer to the “Tips for Making a Fantastic Presentation” on the unit worksheet and discuss how well Sean Combs did in each category:

- Did the speech look and sound natural?
- Had he memorized the speech?
- Was the tone conversational and sound like his natural conversational delivery?
- Do you feel like he knew his audience and made it interesting to them?
- Was the speech brief enough and to the point or did it drag on? Did he hold your attention or did you get bored?
- Do you feel like he rehearsed this speech?
- Was the speech humorous? Did he use humor successfully?
- Did he make good use of stories?
- Did he make good eye contact?
- Was he animated?
- Was he passionate?
- Did he have a commanding presence?
- Was the volume of his voice strong enough?
- Did he use the microphone to his advantage?

Individual Writing Exercise

Have your mentees prepare a short 2 minute speech on their personal leadership vision. In the US, we have something called an “elevator” speech, which we use to help us network and sell ourselves. If you were to get on an elevator with someone you wanted to impress and only had that time in the elevator to tell them why they should hire you, what would you say. This “elevator” speech can be used when networking, in interviews, and in applications. First impressions are very important and the first two minutes you have with someone either secure their attention and interest, or not.

If they wanted someone to support them, hire them, volunteer for them, or help them in any form...what would they say to engage their listener in their leadership vision?

Have them write their Elevator Speech on their Oral Presentation Worksheet.

Give the group 10 to 15 minutes to work on this task.

Partner Exercise

Have your mentees take turns rehearsing their Elevator Speech with a partner. They should practice their coaching skills and give feedback to each other on their presentation style and speech content. Participants should time the speeches and be strict with each about staying within the two minutes.

Group Presentations

Have the group come back together and take the time to have everyone present his or her Elevator Speech. Allow as much time for constructive feedback as possible!

Homework

Have participants to find as many opportunities to practice their elevator speech, even if it is alone in front of a mirror. Ask them to continue fine tuning it.

14. Difficult Conversations

Overview

Handling a difficult conversation requires skill and empathy, but ultimately, it requires the courage to go ahead and do it. The more you get into the habit of facing difficult conversations squarely, the more adept you will become at it.

Goals

Participants will

- Learn how to prepare for difficult conversation.
- Practice having a difficult conversation.

Introduction – What is a Difficult Conversation?

Hand out the Difficult Conversations Worksheet found in Appendix N and go over the introduction.

A difficult conversation is anything that you find hard to talk about. Anytime you feel vulnerable or your self-esteem is implicated, when the issues at stake are important and the outcome uncertain, when you care deeply about what is being discussed or about the people with whom you are discussing it, there is potential to experience the conversation as difficult. Whether you are negotiating a salary, saying “I’m sorry”, ending a relationship, or asking for help, you attempt or avoid difficult conversations every day. No matter how experienced you are, you will encounter conversations that cause anxiety and frustration.



Partner Discussion

Have your mentees partner up and work through the questions in the first part of the Difficult Conversations Worksheet.

1. Identify a difficult conversation that you need to have. Describe the situation to your partner.
2. How do you feel about having this conversation?



Group Discussion

Bring your group back together and go over the 10 Tips for Handling a Difficult Conversation on the Difficult Conversations Worksheet:

1. ***Be clear about the issue.***
2. ***Know your objective.***
3. ***Adopt a mindset of inquiry.***

4. ***Manage the emotions.***
5. ***Be comfortable with silence.***
6. ***Preserve the relationship.***
7. ***Be consistent.***
8. ***Develop your conflict resolution skills.***
9. ***Choose the right place to have the conversation.***
10. ***Know how to begin.***⁴

Now ask for a volunteer who feels comfortable sharing and getting coached on the difficult conversation they need to have. Remind participants of the Tips for Coaching from the Leadership Presence Unit. Ask the volunteer to describe the difficult conversation they need to have. Start working through the 10 tips for Handling a Difficult Conversation, making notes of the key points as you go along. Ask everyone in the room to help the volunteer work through the questions but let the volunteer take the lead:

1. ***Issue:*** What is the issue? What behavior is causing the problem? What impact is this behavior having on you or those around you? Make sure the volunteer is able to succinctly articulate the issue in two or three sentences. Write down these sentences.
2. ***Objective:*** What do you want to accomplish with this conversation? What are the desired outcomes? Non-negotiables? How will you end the conversation?
3. ***Attitude:*** What is your attitude toward the situation and the person involved? Can you approach this conversation with openness and a willingness to find a greater truth?
4. ***Emotions:*** Are you willing to help manage the emotions that come out during this conversation by trying to understand and acknowledge them – both yours and the person you are speaking with? How will you do so?
5. ***Silence:*** Are you comfortable with silence?
6. ***Preserve the relationship:*** Do you think this conversation has the potential to damage this relationship? Is that a necessary consequence (e.g. ending a relationship) or do you wish to preserve the relationship? If so, how will you try to preserve it?
7. ***Consistent:*** Is your objective fair and consistent with how you have handled similar situations?
8. ***Conflict Resolution:*** How will you manage any conflict?
9. ***Location:*** What is a good neutral location for this conversation?
10. ***How to Begin:*** How will you begin this conversation?

Next have someone role-play the person with whom they need to have this conversation. Using the tips they just discussed, have the volunteer practice starting the difficult conversation. Once the volunteer is done, ask participants for their “coaching” feedback. What did they do well? What could they have done differently? What opportunities did

⁴ Bruna Martinuzzi, “12 Tips for Handling a Difficult Conversations” (American Express, web, February 12, 2015).

they miss? Did they articulate the issue succinctly? What was their attitude? Were they comfortable with silence? Did they achieve their objective?

Partner Discussion

Now have your mentees partner up and discuss how they would apply the 10 Tips for Handling a Difficult Conversation to their own situation. Have them follow the guidelines in Part Two of the Partner Discussion Questions on the Difficult Conversations Worksheet.

After both partners have completed going through the questions and noting their answers, they should take turns practicing at least the start of their difficult conversation with one partner role-playing the person with whom they need to have this conversation. At the end of the role-play, partners should provide coaching feedback following the Practice Conversation Coaching Guidelines on the Difficult Conversations Worksheet.

Group Discussion

Once everyone has completed their practice difficult conversation and their coaching feedback, have everyone re-group and share:

1. What they learnt from the practice conversations?
2. How did thinking through the conversation first help?
3. What became easier?
4. What is still challenging?

Personal Reflection

Ask participants to reflect on their practice Difficult Conversation and make notes in the Personal Reflection section of the Difficult Conversations Worksheet.

Homework

Ask participants to be aware of the difficult conversations they have every day and to test out their new skills. They should reflections on their successes and challenges.

15. Conflict Resolution Style

Overview

Conflict is a normal part of any healthy relationship. After all, two parties can't be expected to agree on everything, all the time. Learning how to deal with conflict -- rather than avoiding it -- is crucial. When conflict is mismanaged, it can cause great damage, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between individuals, families, communities, organizations and nations. By learning skills for conflict resolution, personal and professional relationships can be kept strong and growing.

Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude.

~Anonymous

Goals

Participants will

- Identify their conflict resolution style.
- Develop a greater range of strategies for dealing with conflict.

Introduction

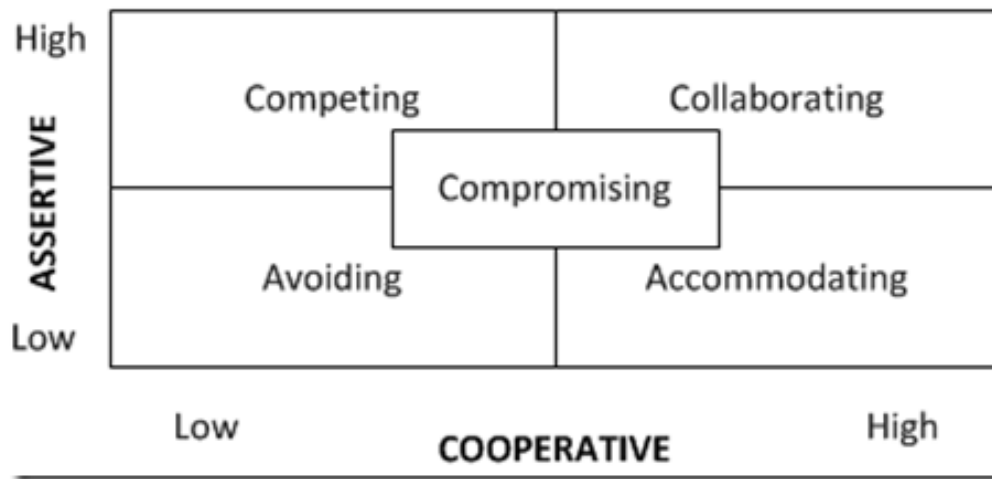
Conflict is simply trying to have two different and competing ideas in the forefront at the same time. Whose notion about how it "should be" will prevail? Defining conflict this way allows us to reduce the emotional attachment we feel to "winning." The problem is, when we are really sure that our experience, feeling, idea, or way of being is the "right" one, letting go of the emotion is not so easy. Some conflicts live on in our memories well beyond the original incident.



Group Discussion

Hand out the Conflict Resolution Worksheet from Appendix O. Go over the five styles of handling conflict – competing, accommodating, avoiding, collaborating and compromising -- from the Thomas-Kilmann Conflict Mode Instrument:⁵

⁵ Kenneth W. Thomas and Ralph H. Kilmann, "Profile and Interpretive Report," *Thomas-Kilmann Conflict Mode Instrument* (Consulting Psychologists Press, 2001) 3.



Ask participants to give an example for each style to ensure they understand each one.

☀ Partner Discussion

Have participants partner up and work through following questions from the Conflict Resolution Worksheet:

1. Describe on conflict that you are currently experiencing in your life?
2. What emotions does this conflict bring out in you?
3. According to the Thomas-Kilmann Conflict Mode Instrument, what mode are you using to respond to this conflict? Is this your typical mode? Do you think another mode might resolve this conflict more effectively?
4. Does your style change with different degrees of conflict, from mild tension to disagreement to personal attacks?
5. How does your cultural background or family background affect the way you respond to conflict? What messages were you told or did you discern about confrontation from the way you were raised? In what ways do you still carry these messages with you?

Make sure everyone is clear about their preferred mode of conflict resolution.

Personal Reflection

Have participants work through Personal Reflection questions on the Conflict Resolution Worksheet.

Homework: Journal Reflections

Ask participants to observe how they handle conflicts in their daily lives. Have them experiment with other approaches and reflect on their success.

16. Nuances of Communication

Overview

Now that participants have identified their conflict resolution mode and been introduced to various ways to deal with conflict, we're going to explore some of the more complex aspects of conflict resolution. Communication is never more complicated or highly charged than when there is conflict. Understanding your own nuances of communication and taking ownership of their impacts is the next step in sharpening your conflict resolution skills. By understanding your role in creating the conflict first you open a powerful door to understanding both sides. Once you are able to understand both sides, your work is mostly complete.

Goals

Participants will

- Gain an understanding of and take responsibility for the nuances of their communications.
- Learn, by extension, how to better understand the other side of the conflict.



Group Discussion

Hand out the Nuances of Communication Worksheet from Appendix P and go over with the group Marshall Rosenberg's steps for dealing with conflict. Have an example from your life prepared to give as an example and to illustrate each of the steps.



Partner Discussion

Ask participants to partner up and discuss the questions on Nuances of Communication Worksheet:

1. Describe a conflict situation you were in that did not turn out as you would have liked.
2. Go through Marshall Rosenberg's Steps for Dealing with Conflict to understand what happened, what you were feeling, what was the need and missing request?
3. Explore other possibilities for outcomes based on this reflection.
4. When you are in the midst of a conflict of a high degree (personal attack, undermining or power play), it is often difficult to draw out the lesson. Share stories of past conflicts that had a physical or emotional impact on you over time. Ask yourself now, what was I meant to learn here? What other choices could I have made? What do I believe about conflict today as a result of what happened to me then? Could this experience now be reframed to offer me new insights or wisdom?

5. What are some insights you can draw from having successfully resolved a conflict? Ask your partner to tell a story that demonstrates a desirable outcome to a conflict? What was the wisdom gained from this experience?
6. Explore together the new skills and competencies you are learning in this mentorship program that will or are having an impact on the way you want to deal with conflict.

Personal Reflection

Have participants work through Personal Reflection questions on the Nuances of Communication Worksheet:

1. How has this exploration of conflict benefited you now?
2. What new insights do you have about conflict?
3. What are some new skills you want to commit to practicing in service of developing your mastery of responding to conflict?

Group Discussion

Bring everyone back together and have your mentees share what new insights they gained today about how they handle conflict. Also have them share what new skills they intend to practice in order gain a greater mastery in dealing with conflict.

Homework: Journal Reflections

Ask participants to make note of how they implement their new conflict resolution and communication skills, noting what works and their challenges.

17. Taking Risks and Overcoming Fear

Overview

In order for participants to fully achieve their leadership vision and mission, they will at some point need to take risks and overcome fear. This unit provides insight into how fear impacts our ability to seize and create opportunities, to speak up, and to take risks necessary for achieving success. New tools will be explored to improve how participants deal with fear.

If doubt is challenging you and you do not act, doubts will grow. Challenge the doubts with action and you will grow. Doubt and action are incompatible.

~John Canary

I have often been afraid, but I would not give in to it. I made myself act as though I was not afraid and gradually my fear disappeared. You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.

~Theodore Roosevelt

Goals

Participants will

- Gain insight about fear and its impact on their life.
- Shift how they think about fear and generate confidence for taking risks that support their leadership journey, as well as career and life goals.
- Explore the power of moods and emotions, especially gratitude, to help them overcome fear and shun the victim mentality.
- Identify initial risks they can take to enhance the likelihood of achieving their vision and goals.

Introduction: Taking Risks and Overcoming Fear

What are you afraid of and how do these fears impact your achieving your career goals and leadership vision? Everyone is afraid of something – it is a natural consequence of being human and can protect us from real harm. Yet, a powerful question posed by Susan Jeffers, author of *Feel the Fear and Do it Anyway*, is “Why do we grow up having so little confidence in our ability to handle whatever happens in our lives?” One might successfully argue that it is due, at least in part, to the conditioning we received at home, work, and/or school to be careful and not take risks. Whatever its source, imagine the

ability to handle just about anything that comes your way. In that case, what would you have to fear?

Group Discussion

Hand out the Taking Risks and Overcoming Fear Worksheet from Appendix Q and have participants read the article entitled, “*I thought I was going to die... so I tried to kill as many as I could': Hero Gurkha receives bravery medal from the Queen*”. Lead the group in a discussion on the following questions:

1. Why was the Gurkha able to act fearlessly during this attack?
2. Why does the Gurkha say he wasn't worried?
3. How did this experience impact his attitude during the rest of his tour?

This Gurkha acted fearless because he believed he was going to die, therefore he had nothing to lose. He wasn't worried because he saw he had only one choice, to fight. As a result of experience, he was never scared when he met the enemy. He felt nobody could kill him. He became fearless which gave him the ability to take incredible risks which in the end saved his life and others. He was able to do something almost “super” human and heroic.

Partner Discussion

Now have your mentees partner up and turn to the Partner Discussion Questions on the Taking Risks and Overcoming Fears Worksheet, making note of their responses as they go along.

Group Discussion

Review the 5 Strategies for Overcoming Fear on the unit worksheet:

1. Make a gratitude list.
2. Positive affirmations.
3. Set a goal or objective.
4. Chunk it out.
5. Enlist a friend to help.

Now have the group add to this list. What are ways they have overcome their fears?

Personal Reflection

With the group's list of strategies for overcoming fear in mind. Have them revisit their list of 10 risks they would like to take over the next 3 months. Ask participants to write one or two strategies for overcoming their fear next to each risk.

Homework: Journal Reflections

Ask participants to make note of how fear impacts the choices they make daily and to note their approach to taking risks. Have them experiment with taking small risks and reflect on their success.

The Way Forward & Graduation

The Way Forward & Graduation

Congratulations! You and your mentees have complete an amazing journey together. Today is the day to reflect and celebrate.

Personal Reflection

Hand out The Way Forward Worksheet in Appendix R and ask your mentees to take some time and take a quick glance through all the worksheets from this mentorship. Now have them work through the Personal Reflection Questions on the worksheet.

Individual Presentations

Have each mentor take a turn sharing with the group the most important lesson they learnt from this mentorship and the next steps they are going to take in realizing their leadership vision and mission.

Celebration

I will leave it up to you how you wish to celebrate and honor this group for all the work they have done during the mentorship. I do suggest that you hand out certificates of achievement and congratulate each and everyone on their unique contributions and successes.

This journey that you have traveled together has been a very personal one and one which took, at times, a lot of courage. You should all be congratulated! Well done!

Appendices

Appendix A: The Mentorship Contract

Mentorship Goals & Aspirations

1. I applied to join this program because: _____

2. My leadership and career goals are as follows:

3. Through this program, I am seeking to:

4. My preferred learning style is:

Confidentiality

Confidentiality is critical to the success of this mentorship. To this group, confidentiality means:

Meeting Logistics

1. The frequency we agree to meet is: _____.
2. Our meetings will be located at: _____.
3. _____ will schedule the meetings.
4. Over the duration of the six-month mentorship program, we agree to meet a minimum of _____ times.
5. Each meeting will last _____ hours.
6. Other logistical considerations we agree to are: _____

Contract Agreement Between

Mentor: _____ Student: _____
(print name) (print name)

(Mentor Signature) (Student Signature)

Date: _____

Confidentiality

What is meant by confidentiality in mentoring?

On his professional coaching website, David Clutterbuck discusses the following lessons he has learned from helping hundreds of organizations define confidentiality in the mentoring relationship:

- ***Confidentiality is about confidence*** — trust in the other person's discretion and judgment. The greater the level of co-confidence, the higher the level of honesty and personal disclosure within the mentoring conversations.
- ***Breaking confidentiality*** -- It's surprisingly rare in well-managed programs for either party to break confidentiality. When it does happen, it often destroys the relationship and can undermine the entire program.
- ***Confidentiality exceptions:***
 - The mentor's duty of care towards the mentee takes higher priority, should they be in mental or physical danger;
 - The mentor also has higher responsibilities in the context of duties in law (e.g. avoiding complicity in crime) and in their role as an officer of the organization (to avoid damage to its reputation).
- ***Privacy*** is often a more accurate term than confidentiality.
- ***Public Relationship, Private Conversations*** -- The existence of the mentoring relationship should always be public (otherwise it is open to misinterpretation, particularly in the context of cross-gender mentoring); however, the content of the mentoring conversations is private to the mentoring group.

If confidentiality has to be broken, for good and ethical reasons, it should never come as a surprise to either party. It's important that mentor and mentee talk with each other to:

- Establish that there is an ethical issue;
- Clarify each other's responsibilities and duties of care;
- Explore, and if possible agree, who should make the disclosure of the confidential information and how;
- If one party refuses to behave ethically, and the other believes that a disclosure is necessary, the latter should set out clearly what they are going to say, to whom and when. This may not save the relationship, but at this point the level of trust (confidence) is likely to have been damaged irreparably anyway.

- When in doubt, the party, who feels that disclosure is appropriate, should seek professional guidance (for example, from a professional mentoring supervisor).⁶

Sample Confidentiality Statements

Sample One

As a participant of a this mentorship program, I agree to maintain the utmost discretion and confidentiality of all personal, professional, and contact information given to me about my mentoring connections. This information from any source and in any form, including, but not limited to, paper record, oral communication, audio recording, and electronic display, is strictly confidential and should not be shared with others, regardless of whether they are in the program. ***Breaches of this agreement may result in forfeiture of program participation and your mentoring partnership.***

Sample Two

Mentor and Mentee each agree to hold their confidential conversations in confidence and not to violate the trust that is required for this relationship to be effective and powerful. If the Mentor is aware that the Mentee is going to share information that may need to be passed on to another individual, the conversation will be stopped and the Mentee reminded of the confidentiality contract.

Sample Three

What we discuss will stay within this group, unless we give each other permission or ask that the information be shared with others.

⁶ David Clutterbuck, “What do we mean by confidentiality in mentorship?” (David Clutterbuck Partnership, Web, January 28, 2015).

Personal Reflection

1. Write down the insights your partner had of you through the stories you shared.
Make sure you record these insights in a ***power statement*** format – first person, active voice: “I am ...”

2. Without being humble, what do you most value about yourself and the way you live your life:

3. What do you value most about your work / family / friends/ school / community:

Appendix B: Defining Leadership Worksheet

Characteristics and Qualities of a Good or Wise Leader

Of the characteristics and qualities listed by the group, which ones resonate most with you – which ones do you feel are most important:

Personal Definition of Good Leadership

Based on the attributes and examples that you value the most, write down your personal definition of good leadership:

Favourite Definitions of Leadership

Appendix C: Context Analysis Worksheet

Partner Discussion Questions

1. When did I witness powerful youth leadership?

2. What was this experience and what made it so special?

3. When was a time that I acted as a young leader?

4. What were the circumstances?

5. What made this event or situation special?

6. What role would I like to play as a young leader?

Appendix D: Passion Worksheet

Your Passion(s)

Based on your inner reflection time, describe your passion(s):

Describe all the ways your passion is expressed in your life (through activities, work, friends, projects, in their free time):

Name all the things that get in the way of expressing your passion:

Steve Jobs' Stanford University Commencement Address

This is a prepared text of the Commencement address delivered by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, on June 12, 2005.

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course."

My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I

decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parent's garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and Polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Appendix E: Vision & Mission Statements

Worksheet

What is a Vision Statement?

A Vision Statement tells the world what change you wish to create for the future of yourself, your community and/or your organization. We can only create significant improvements if our vision is about exactly that -- the difference we want to make, the dream of our highest potential.

You must have a vision: "You must stand for something, or you'll fall for everything." But what does that really mean? As a leader, you have to learn to communicate your vision or the vision of your organization to the people you want to follow you. But how can you do that?

Learn to paint a picture with words. Speak it, write it, draw it, dance it, and touch it. Whatever methods you can use to create a picture, do it. As they say, "A picture is worth a thousand words."

Writing a Vision Statement

Here are the elements of writing a compelling vision. A vision from the heart:

- Represents a specific destination, or your desired, ideal end state.
- Is written in the present tense.
- Emanates from your personal values and governing principles or ideas.
- Is ongoing and never ending.
- Is alive.
- Is not a solution to a problem.
- Inspires and generates energy and commitment.
- Has a sense of calling – you want it for its own sake.
- Is a part of you and reflects a strong intention on your part to achieve.

Vision Statement

Leadership Power Statements

Make note of your leadership power statements from the first unit (must be written in the first person active tense, "I am..."):

Personal Vision Statement

Refer back to your personal passion notes in the last unit. With the above power statements and your passion in mind, write down your personal vision statement. What do you wish to strive for? What change do you wish to create in yourself, your community, in the world?

Mission Statement

STEP ONE: Action Verbs

Pick out three verbs from the table on the next page that most excite or resonate with you. Feel free to pick verbs not listed below!

_____, _____,

and _____.

STEP TWO: Core Values

Identify the values you hold dear. What values, principles, causes, or purpose would you be willing to devote your life to or to defend to your death? Is it joy, service, justice, freedom, faith, family or something else? What is your core? Write the words or phrases here:

STEP THREE: Who you Serve

Identify whom you are here to serve. Each mission implies that someone or group will be helped by what you offer. From the list of causes or groups on the next pages, identify your top three. Again, feel free to add causes that you don't see listed.

_____, _____,

and _____.

STEP FOUR: Putting it all Together

“My mission is to _____, _____, and _____.
(your three verbs)

(your core value or values)

to, for or with _____.”
(the group / cause which most move / excites you)

List of Verbs for Personal Mission Statement

Accomplish	Compliment	Embrace	Heal	Mold	Reduce	Support
Acquire	Compose	Encourage	Hold	Motivate	Refine	Surrender
Adopt	Conceive	Endow	Host	Move	Reflect	Sustain
Advance	Confirm	Engage	Identify	Negotiate	Reform	Take
Affect	Connect	Engineer	Illuminate	Nurture	Regards	Tap
Affirm	Consider	Enhance	Implement	Open	Relate	Team
Alleviate	Construct	Enlighten	Improve	Organize	Relax	Touch
Amplify	Contact	Enlist	Improvise	Participate	Release	Trade
Appreciate	Continue	Enliven	Inspire	Pass	Rely	Translate
Ascent	Counsel	Entertain	Integrate	Perform	Remember	Travel
Associate	Create	Enthuse	Involve	Persuade	Renew	Understand
Believe	Decide	Evaluate	Keep	Play	Resonate	Use
Bestow	Defend	Excite	Know	Possess	Respect	Utilize
Brighten	Delight	Explore	Labor	Practice	Restore	Validate
Build	Deliver	Express	Launch	Praise	Return	Value
Call	Demonstrate	Extend	Lead	Prepare	Revise	Venture
Cause	Devise	Facilitate	Light	Present	Sacrifice	Verbalize
Choose	Direct	Finance	Live	Produce	Safeguard	Volunteer
Claim	Discover	Forgive	Love	Progress	Satisfy	Work
Collect	Discuss	Foster	Make	Promises	Save	Worship
Combine	Distribute	Franchise	Manifest	Promote	Sell	Write
Command	Draft	Further	Master	Provide	Serve	Yield
Communicate	Dream	Gather	Mature	Pursue	Share	
Compel	Drive	Generate	Measure	Realize	Speak	
Compete	Educate	Give	Mediate	Receive	Stand	
Complete	Elect	Grant	Model	Reclaim	Summon	

List of Groups and / or Causes for Your Personal Mission Statement

Administration	Entrepreneurship	Nutrition
Agriculture	Energy	Orphans
Animal Protection	Environment	Parks & Recreation
Art	Family Issues	Performing Arts
Books	Fashion	Police
Border Issues	Finance	Poverty
Broadcasting	Food	Politics
Business	Government	Prostitution
Child Care	Health Care	Public Safety
Children	Homeless	Real Estate
Child Protection	Human Development	Reproduction
Churches	Immigration	Research
Community Development	Infants	Roads & Bridges
Computer Technology	Journalism	Sexuality Issues
Construction	Justice	Spirituality
Cross-Cultural Relations	Justice System	Sports
Defense	Labor Relations	Substance Abusers
Democratic Participation	Land Use	Tourism
Democracy	Law	Travel
Design	Literacy	Veterans
Disabled & Ill	Management	Water
Education	Media	Women's Issues
Elderly	News	Youth
Employment	Non-Profit Organizations	

Appendix F: Strengths & Weaknesses Worksheet

Personal Reflection: Strengths & Weaknesses

Taking stock of your current reality by making two lists:

1. ***Weaknesses/Limitations***: list the things that you do that keep you from realizing your potential and the fulfillment of your values. Note things that limit your ability to achieve personal mastery. Include your fears or concerns about yourself. Be sure to include items related to you as a professional as well as non-professional.

2. ***Strengths***: list your strengths — things that help you succeed and the way you fulfill your values. Include items where you may have achieved a degree of mastery.

Personal Reflection: The Johari Window

Based on your experience moving through the Johari Windows -- Known, Unknown, Blind, and Hidden – what did you learn about yourself?

Known:

Unknown:

Blind:

Hidden:

Appendix G: Mapping Your Support & Goal Setting

Personal Reflection: Mapping Your Support

1. What support do I have already to enable me to create my vision and mission?

2. What support do I need to find to enable me to create my vision and mission?

Personal Reflection: Goal Setting

Keeping in mind your vision and mission statements, your passions and the support you have just identified, list *five short-term goals* for achieving your mission:

1. _____

2. _____

3. _____

4. _____

5. _____

Now *five long-term goals*:

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix H: Creating a Shared Vision

Reading Reflection

There is No Power Greater Than a Community Discovering What it Cares About

Ask “What’s Possible?” not “What’s Wrong?” Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don’t know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know.

Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together.

~Margaret Wheatley, *Turning to One Another*⁷

⁷ Margaret Wheatley, *Turning to One Another* (San Francisco: Berrett-Koehler Publishers, 2002) 55.

Creating a Shared Vision Checklist

- ☒ Discuss and agree on the current context for young leaders in Angola. Add clarifications and additions as necessary.
- ☒ Make sure your list captures what all group members want.
- ☒ Now taking into consideration this context, write a vision statement. Make sure the vision statement is broad enough to address all elements of the current context.
- ☒ Come to an agreement with all members of your group on the final wording for your vision. Ensure the vision statement is written in the present tense. Make sure your vision describes an end-state (WHAT YOU WANT), not how you will get there (PROCESS). Don't let your concern about how to get there (PROCESS) keep you from agreeing on what you want.
- ☒ Choose a slogan that captures the essence of your "vision" when you finish your revisions.

Checklist Notes

1. Current Context for Young Leaders in Angola:

2. Shared Vision Statement for Youth Leaders in Angola:

3. Your Slogan:

Appendix I: Listening and Asking Questions Worksheet

Five Key Elements of Active Listening

1. ***Pay Attention:*** Give the speaker your undivided attention and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
 - Look at the speaker directly.
 - Put aside distracting thoughts.
 - Don't mentally prepare a rebuttal!
 - Avoid being distracted by environmental factors; for example, side conversations.
 - "Listen" to the speaker's body language.
2. ***Show That You're Listening:*** Use your own body language and gestures to convey your attention.
 - Nod occasionally.
 - Smile and use other facial expressions.
 - Note your posture and make sure it is open and inviting.
 - Encourage the speaker to continue with small verbal comments like "yes", and "uh huh".
3. ***Provide Feedback:*** Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
 - Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
 - Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
 - Summarize the speaker's comments periodically.

Tip: If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. ***Defer Judgment:*** Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
 - Allow the speaker to finish each point before asking questions.
 - Don't interrupt with counter arguments.
5. ***Respond Appropriately:*** Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.⁸

The Top Ten Reasons Leaders Ask Questions

1. Gather Information.
2. Build and maintain relationships.
3. Think clearly, logically, and understand a step-by-step plan.
4. Solve problems, make decisions, and challenge assumptions.
5. Set and accomplish goals.
6. Clarify and confirm listening.
7. Teach and learn.
8. Negotiate and resolve conflicts.
9. Take charge, focus attention, and bring about productive action.
10. Create and innovate – open new possibilities.

Personal Reflection

1. In what ways are you a good listener?

⁸ James Manktelow and Amy Carlson, “Active Listening” (Mind Tools, Web, February 12, 2015).

2. What can you do to improve your listening skills?

3. What motives you to ask questions?

4. How could you use asking questions to improving your listening skills?

Appendix J: Networking Worksheet

What is Networking?

An organization is a network of conversations. All work gets done through conversations and if you follow the conversations, you can see who is involved with what and how works gets done. To have a network beyond the people with whom you interact on a daily basis is essential for realizing your vision. In *How to Be a Star Performer*, Robert Kelly says that for every hour a star performer spends seeking answers through a network; an average person spends 3 to 5 hours gathering the same information.⁹ Every time you engage someone you don't know well in conversation and discover interests and ideas you have in common, you are expanding your network of conversations or "networking." By thoughtfully choosing to cultivate a supportive network with people who have a particular knowledge or expertise, you are truly increasing your capacity to create your vision.

Networking gives you the opportunity to share and exchange skills, insights, and experience. You find out what is important and why. You can even avoid costly mistakes or duplication of efforts by finding out what is going on outside of your immediate circles. By cultivating a larger network of support, you could be in conversations that have a bigger impact on your mission. Having a bigger impact means that more people will benefit from the transfer of know-how and sharing of experiences.

Partner Discussion Questions: Part A

1. Describe your network. How was it cultivated? What actions do you take to maintain your network? How has your network benefited you? Tell your mentor about your network.
2. Talk about your current network. Is it getting you to where you want to go? Given your vision, and mission, discuss ways of strengthening and expanding your network that will contribute to the achievement of your leadership goals.
3. Consider your strengths and identify what offers you can make to others as you establish a mutually beneficial network.
4. Have a candid conversation about your networking comfort zone and speculate on ways of expanding that zone. Be very concrete and list practical ways you can increase your comfort zone.
5. Are you comfortable with meeting new people, yet not very good at sustaining new relationships? How can you get people to think of you when they need something you want to offer? Talk about how you keep new contacts as active members of your network so you can develop reciprocal relationships over time.

⁹ Robert Kelley, *How to Be a Star Performer* (New York: Three Rivers Press, 1998) 45.

Personal Reflection

Make note of your networking insights from the Partner Discussion. Specifically, what do you need to:

Stop:

Start:

Continue:

Change:

Partner Discussion Part B: Networking Chart

Refer back to your short and long term goals from the Mapping Your Support & Goal Setting unit. Who can help you with these goals? Who has knowledge you might need? Begin to generate this list with the assistance of your partner:

Name	Contact Information	Why would this person be helpful?

Appendix K: Increasing Visibility Worksheet

Introduction to Increasing Visibility

Let's begin with a fundamental premise borrowed from the work of Molly Gordon "you must show up in order to serve..." If you are invisible, others will not find you. In other words, you cannot afford to play small – you cannot have and be recognized for a positive impact if you show up anything other than bold, enthusiastic and self-confident.

The good news is that there are ways to be visible and promote yourself while being authentic to yourself and your values. Think of it as demonstrating your contributions and telling your story to those who need to hear it so they can utilize your strengths and reward your positive contributions. Authentic self-promotion, in this context, means moving yourself into the awareness of people whom you expect to benefit from your work. Doing so requires that you draw on basic relationship building skills and focus on more than just completing the task well, on time, and within allocated resources.

Principles of Authentic Promotion

The following promotion principles are adapted from the work of Molly Gordon:

1. **Know yourself:** In order to promote yourself effectively, you must know and be able to articulate who you are and why you do what you do.
2. **Be yourself:** Once you've established a sense of who you are, be true to it.
3. **Do your homework:** Study the opportunities you have to show up and decide when and how to promote your contributions.
4. **Listen:** Promotion is communication and communication is a two-way street. Learn to listen generously and really hear what others are saying to you so you can determine what is important to them and how best to explain your contributions.
5. **Ask questions:** Get in the habit of questions with the goal of clarifying, investigating, and expanding your ideas.
6. **Ask for what you want:** Once you know what you want, ask for it. Make clear requests.
7. **Consciously nurture relationships:** Create an interdependency that is understood and appreciated, where the whole is greater than the sum of the parts.
8. **Don't take yourself too seriously:** Keep your efforts in perspective and cultivate a healthy sense of humor.¹⁰

¹⁰ Molly Gordon, *Principles of Authentic Promotion* (Suquamish, WA: Shaboom Inc, 2007) 3.

Partner Discussion Questions

1. What is your comfort level with being visible and viewed as significant contributor? Do you feel uncomfortable showing up and being visible? When you make a notable contribution, are you comfortable with receiving praise? Do you prefer to be less visible?

2. What is the importance of visibility to achieving your Leadership Vision and Mission?

3. In the context of your leadership goals, discuss with your partner some potential activities you might undertake to increase your visibility so others can notice your strengths. Also discuss how you can highlight your routine, day-to-day activities in a way that focuses positive attention and who needs to be more aware of your contributions.

4. Discuss values and any unwritten rules of your community, culture, and / or organization regarding visibility and how you will take them into consideration as you pursue increased visibility.

5. Describe a time when you made a visible, value-added contribution to your family, community, school and / or organization? Did you receive positive recognition for your contribution? If not, why not?

6. Identify one or two people who are both visible and highly regarded. What do they do that is worthy of emulation?

7. What are the challenges and risks associated with seeking visibility? Describe a situation when you or someone you know performed in a visible way and did not achieve the outcome they desired. What contributed to this outcome?

8. Identify one or two strategies you can use to increase your visibility and to whom you wish to be more visible.

Appendix L: Presence

Coaching Tips

1. Always start with positive feedback.
2. Give specific and constructive feedback; i.e., how can they make an improvement.
3. Make your feedback straightforward (simply, clear language).
4. Be a good listener.
5. Act as a mirror for that person.
6. Be gentle.
7. Pay attention to how much feedback someone is able to receive.

Personal Reflection: Coaching Feedback

Make note of the coaching feedback you received:

1. *Voice (projection & tone)*

2. *Body Language*

3. *Eye Contact*

4. *Hand Gestures*

5. *Breath*

Leadership Presence Reflections

Identify the qualities of your unique Leadership Presence:

1. What type of presence do you have?

2. What are your strengths?

Skill Development Goals

3. What elements of Presence can you work on developing?

4. How will you accomplish these developments?

Appendix M: Presentation Skills Worksheet

Tips for Making a Fantastic Presentation

Preparing

- **Do not “write a speech”:** If you do, you will be tempted to read it word-for-word. It is very difficult to make a written speech look and sound natural. Instead, draft “speaking points” and rehearse them thoroughly. Make sure your speaking points include your planned opening and closing paragraphs. If there are any particularly “tough” issues to be addressed where precise wording is important, make sure you have included the exact wording you wish to use and practice saying it the way you want.
- **Memorize:** If you do write out your speech word-for-word, practice it until it is completely memorized and you can begin it from any point. Individuals are often asked at the last minute to cut their remarks short.
- **Conversational tone:** Prepare your speech in the same conversational tone as you speak. You will feel more comfortable with the materials and will be more credible in their delivery.
- **Audience:** Know your audience and, while making sure to include your main points, adjust it to their interests and educational level.
- **Brevity:** Keep your remarks as brief as possible while still making your points. The longer you speak, the less people will remember and the more likely their attention will wander. A good rule is to have three main points illustrated by stories and examples.

Rehearsing

- The importance of rehearsing cannot be over-emphasized! The better you know your topic, the more comfortable you will feel.
- Practice in front of people whenever possible. If possible, after you are comfortable with your planned speech, have someone “jump-in” with questions or make unexpected distractions. You never know when someone or something may make some noise – it might be in the middle of your speech!

When Speaking

- **Humor:** Be cautious about beginning your speech with a joke. Unless you know the group you are addressing extremely well, there is always the chance of offending someone. Additionally, it is difficult to tell a joke well if you are nervous. Instead, start with a brief story or an engaging question.
- **Make eye contact:** This is one of the primary reasons you rehearsed your topic so thoroughly -- it is impossible to make eye contact when looking at a sheet of paper. Depending on the size of the room and the position of any lights, this may be difficult or impossible. The important thing, however, is to appear to make eye contact.

- ***Be animated and speak strongly:*** A quiet voice is often seen as a sign of uncertainty or lack of confidence. It is difficult to hold your body stiffly while projecting your voice. Stand with both feet flat on the floor, but take care not to “lock” your knees.

When Using Audio-Visuals

- Do not depend on your audio-visuals. Be prepared to give your speech without them if necessary.
- Your audio-visuals should complement and enhance what you are saying. They should not include the text of your speech.
- Look at your listeners, not the screen. What is important is that you are connecting and communicating with the audience. This is difficult to judge if you are focused on your visuals.
- Allow a few seconds of silence when introducing a visual. This allows the audience to absorb what is on the screen.

When Using a Microphone

- If possible, practice speaking into different types of microphones. If you are speaking from a podium with a podium microphone, you will often lose the sound if you turn your head.

Elevator Speech

Appendix N: Difficult Conversations Worksheet

Introduction – What is a Difficult Conversation?

A difficult conversation is anything that you find hard to talk about. Anytime you feel vulnerable or your self-esteem is implicated, when the issues at stake are important and the outcome uncertain, when you care deeply about what is being discussed or about the people with whom you are discussing it, there is potential to experience the conversation as difficult. Whether you are negotiating a salary, saying “I’m sorry”, ending a relationship, or asking for help, you attempt or avoid difficult conversations every day. No matter how experienced you are, you will encounter conversations that cause anxiety and frustration.

Partner Discussion Questions: Part One

Take turns with your partner answering the following questions:

1. Identify a difficult conversation that you need to have. Describe the situation to your partner.
2. How do you feel about having this conversation?

10 Tips for Handling a Difficult Conversation

1. ***Be clear about the issue.*** To prepare for the conversation, you need to ask yourself two important questions:
 - a. What exactly is the behavior that is causing the problem?
 - b. What is the impact that the behavior is having on you, your team, your family or your organization?

You need to reach clarity for yourself so you can articulate the issue in two or three succinct statements. If not, you risk going off on a tangent during the conversation. The lack of focus on the central issue will derail the conversation and sabotage your intentions.

2. ***Know your objective.*** What do you want to accomplish with the conversation? What is the desired outcome? What are the non-negotiables? As English philosopher Theodore Zeldin put it: A successful conversation "doesn't just reshuffle the cards: it creates new cards." What are the new cards that you want to have in your hands by the end of the conversation? Once you have determined this, plan how you will close the conversation. Don't end without clearly expressed action items. What is the person agreeing to do? What supports are you committed to providing? What obstacles might prevent these remedial actions from taking place? What do you both agree to do to overcome potential obstacles? Schedule a follow up to evaluate progress and definitively reach closure on the issue at hand.

3. ***Adopt a mindset of inquiry.*** Spend a little time to reflect on your attitude toward the situation and the person involved. What are your preconceived notions about it? Your mindset will predetermine your reaction and interpretations of the other person's responses, so it pays to approach such a conversation with the right mindset—which in this context is one of inquiry. A good doctor diagnoses a situation before reaching for his prescription pad. This applies equally to a leader. Be open to hear first what the other person has to say before reaching closure in your mind. Even if the evidence is so clear that there is no reason to beat around the bush, we still owe it to the person to let them tell their story. A good leader remains open and seeks a greater truth in any situation. The outcome of adopting this approach might surprise you.
4. ***Manage the emotions.*** As a leader, you need to take on the responsibility of understanding and managing the emotions in the discussion. Emotions often follow a path. What starts as an annoyance, for example, can move to anger and, in extreme cases, escalate to rage. We can avoid this by being mindful of preserving the person's dignity—and treating them with respect—even if we totally disagree with them. In some cases, you may have to respond to a person's tears. Always acknowledge tears rather than ignoring them. Offer the person a tissue to provide an opportunity to gather their thoughts, and recognizing that the tears communicate a problem to be addressed.
5. ***Be comfortable with silence.*** There will be moments in the conversation where a silence occurs. Don't rush to fill it with words. Just as the pause between musical notes helps us appreciate the music, so the periodic silence in the conversation allows us to hear what was said and lets the message sink in. A pause also has a calming effect and can help us connect better. For example, if you are an extrovert, you're likely uncomfortable with silence, as you're used to thinking while you're speaking. This can be perceived as steamrolling or overbearing, especially if the other party is an introvert. Introverts want to think before they speak. Stop talking and allow them their moment—it can lead to a better outcome.
6. ***Preserve the relationship.*** A leader who has high emotional intelligence is always mindful to limit any collateral damage to a relationship. It takes years to build bridges with people and only minutes to blow them up. Think about how the conversation can fix the situation, without erecting an irreparable wall between you and the person.
7. ***Be consistent.*** Ensure that your objective is fair and that you are using a consistent approach. For example, if the person thinks you have one set of rules for this person and a different set for another, you'll be perceived as showing favoritism. Nothing erodes a relationship faster than perceived inequality. Aim for consistency in your leadership approach. We trust a leader who is consistent because we don't have to second-guess where they stand on important issues such as culture, values and acceptable behaviors.

8. ***Develop your conflict resolution skills.*** Conflict is a natural part of human interaction. Managing conflict effectively is one of the vital skills of leadership. Have a few, proven phrases that can come in handy in crucial spots.
9. ***Choose the right place to have the conversation.*** Consider holding the meeting in a neutral place such as a mutual friend's home, coffee shop, or meeting room. The setting should say, "We're in this together. Let's problem solve so that we have a better relationship."
10. ***Know how to begin.*** Some people put off having the conversation because they don't know how to start. The best way to start is with a direct approach. "John, I would like to talk with you about what happened in class this morning when Bob asked about the missed deadline. Let's grab a cup of coffee tomorrow morning to chat." Or: "Linda, I want to go over some of the issues with XYZ customer and some concerns that I have. Let's meet tomorrow morning to problem-solve."

Being upfront is the authentic and respectful approach. You don't want to ambush people by surprising them about the nature of the "chat." Make sure your tone of voice signals discussion and not inquisition, exploration and not punishment.¹¹

Partner Discussion Questions: Part Two

Using the example of the difficult conversation that you describe earlier to your partner, take turns working through the 10 Tips for Handling a Difficult Conversation in the same manner you just did with the group volunteer. Make notes of your responses as you go along:

1. ***Issue:*** What is the issue? What behavior is causing the problem? What impact is this behavior having on you or those around you? Write down two or three succinct statements.

2. ***Objective:*** What do you want to accomplish with this conversation? What are the desired outcomes? Non-negotiables? How will you end the conversation?

¹¹ Bruna Martinuzzi, "12 Tips for Handling a Difficult Conversations" (American Express, Web, February 12, 2015).

-
-
-
-
3. **Attitude:** What is your attitude toward the situation and the person involved? Can you approach this conversation with openness and a willingness to find a greater truth?

-
-
4. **Emotions:** Are you willing to help manage the emotions that come out during this conversation by trying to understand and acknowledge them – both yours and the person you are speaking with? How will you do so?

-
-
5. **Silence:** Are you comfortable with silence?

-
-
6. **Preserve the relationship:** Do you think this conversation has the potential to damage this relationship? Is that a necessary consequence (e.g. ending a relationship) or do you wish to preserve the relationship? If so, how will you try to preserve it?

-
-
7. **Consistent:** Is your objective fair and consistent with how you have handled similar situations?
-

8. ***Conflict Resolution:*** How will you manage any conflict?

9. ***Location:*** What is a good neutral location for this conversation?

10. ***How to Begin:*** How will you begin this conversation?

Practice Conversation Coaching Guidelines

After you practice having a difficult conversation with your partner (with your partner role-playing the other party in the conversation), go through the following questions and make note of the feedback you receive.

1. What did I do well?

2. Did I have a good opening to the conversation? What worked or didn't work?

3. Did I articulate the issue succinctly? If so, how? If not, why not?

4. Describe my attitude. How did I demonstrate this attitude?

5. Was I comfortable with silence? How was this demonstrated?

6. Did I achieve my objective? If so, how? If not, why not?

Personal Reflection

1. What stood out for you in practicing your difficult conversation?

2. What did you feel you did well?

3. Where could you improve? How?

4. What new skills or approaches did you try out?

5. Now that you've practiced this conversation, do you feel better prepared to have it?
Why?

Difficult Conversations – Bonus Reading on Persuasion

We make our fortunes and call them fate.

~Benjamin Disraeli

How to Begin a Difficult Conversation: Five Rules of Persuasion

1. *Approach the situation with positive expectations.*

You may think this suggestion is rather obvious. Remember. “Just because something is common sense doesn’t mean it is common practice.” Have you ever approached someone with a proposal while inside you were thinking, “This is a waste of time. They’ll never approve this.” If you don’t believe your suggestion stands a chance, how can they?

Dwight D. Eisenhower once observed, “Pessimism never won any battle.” Talk yourself into a state of optimism (“I know this is worthwhile”) so you can go in with the courage of your convictions.

2. *Anticipate and voice their objections*

Figure out why they might say no. Determine why they might turn you down, and then state their arguments first. If you don’t preface your points with their objections, they won’t even be listening to you; they’ll be waiting for their turn to talk so they can tell you why your recommendation won’t work.

If you predict they’ll protest with “We don’t have the money for this in our budget.” Then guess what the first words out of your mouth better be? “You may be thinking we don’t have the funds available, and if I can have your attention for the next ten minutes, I can show you how we’ll save this amount in the first three weeks of operations.”

3. *Number and document each point.*

Your expertise is judged by the organization of your thoughts. You may be the world’s foremost authority on the matter you’re presenting, but if your argument is disorganized, listeners will conclude you don’t know what you’re talking about.

The easiest and quickest way to lend legitimacy to points is to number them. “There are three reasons why this addition will be worthwhile. The first is..., the second is...,” and so forth. Enumerating evidence makes material sound like facts rather than opinion so it carries more weight. Furthermore, listeners can understand and remember what’s being said more easily because of the clear structure.

The most powerful way to get a message across is to follow this pattern: make a point, give an example, make a point, give an example. Examples serve double duty. Audiences remember examples, which remind them of your points, and examples also provide proof of the benefits of what you're proposing.

4. *Meet their needs and speak their language.*

Avoid using the word *I*, as in "I think a new road will be good for our team." People won't do things for *your* reasons; they'll do them for their own. Ask yourself what's most important to the person you're trying to persuade. Money, safety, reputation, status, power? Figure out how your proposal will benefit them and then address those advantages. If what's important to them is their reputation as a leader in this field, then emphasize how they will be the first to implement this innovative idea and that their pioneering efforts will set the standard for years to come.

5. *Motivate them to "try on" your ideas.*

Ralph Waldo Emerson realized, "To know how to suggest is the great art of teaching." The same is true of persuasion. If you pressure people to see the wisdom of your arguments, they may turn you down simply because they don't like reasoning being forced down their throats. The goal is to actively involve them with questions and stories so they see what you're saying. As soon as they picture what is being proposed, they're out of the passive, resistive mode and imagining your idea as if it were a done deal.

When Someone Says "No" to You

Retreat: Exit the situation gracefully. Don't slam the door on your way out because you may want to walk back through it. Accept the no gracefully so the door will be open when you want to try again.

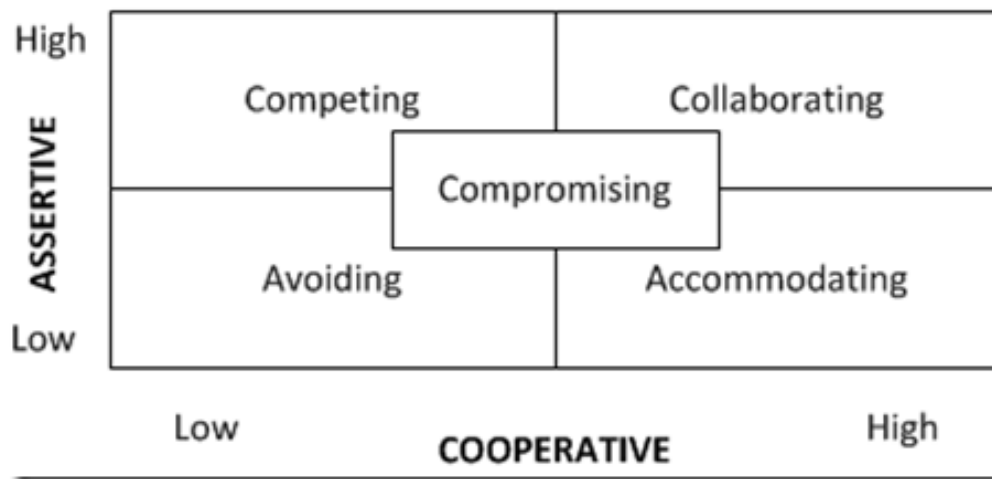
Reevaluate: Why did they say no? Did you address their needs? Did you remember to number your points so you have evidence? Improve areas in which your presentation was weak and add more evidence to your reasoning if needed.

Re-approach: Schedule a new appointment and preface your remarks with "I know we've talked about this before, and I've uncovered some information that casts new light on the situation." Then present your ideas incorporating the Five Rules of Persuasion.

Appendix O: Conflict Resolution Worksheet

Thomas-Kilmann Conflict Mode Instrument

The Thomas Kilmann Conflict Mode Instrument is a model for handling conflict:



The model organizes five conflict management styles based on two dimensions: assertiveness and cooperativeness.

Here are the five conflict management styles according to Kenneth W. Thomas and Ralph H. Kilmann:

- **Competing** is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues their own concerns at the other person's expense, using whatever power seems appropriate to win their position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win. This approach is "win-lose" approach appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach.
- **Accommodating** is unassertive and cooperative – the opposite of competing. When accommodating an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.

- **Avoiding** is unassertive and uncooperative. When avoiding, an individual does not immediately pursue either their own concerns or those of the other person. They do not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation. This works when the issue is trivial or when you have no chance of winning; when resolving the issue would be very costly; or when the atmosphere is emotionally charged and you need to create some space. Sometimes issues will resolve themselves, but “hope is not a strategy”, and, in general, avoiding is not a good long-term strategy.
- **Collaborating** is both assertive and cooperative – the opposite of avoiding. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other’s insights, with the goal of resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

With this style you partner or pair up with the other party to achieve both of your goals, breaking free of the “win-lose” paradigm and seeking the “win-win.” This approach can be effective for complex scenarios where you need to find a novel solution. You may need to re-frame the challenge to create a bigger space and room for everybody’s ideas. The downside is that it requires a high-degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all the ideas.

- **Compromising** is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise it addresses an issue more directly than avoiding, but doesn’t explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

This scenario is “lose-lose” where neither party really achieves what they want and may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals. The trap to avoid is falling into compromising as an easy way out, when collaborating would produce a better solution.¹²

¹² Kenneth W. Thomas and Ralph H. Kilmann, “Profile and Interpretive Report,” *Thomas-Kilmann Conflict Mode Instrument* (Consulting Psychologists Press, 2001) 3.

Partner Discussion Questions

1. Describe on conflict that you are currently experiencing in your life?
2. What emotions does this conflict bring out in you?
3. According to the Thomas-Kilmann Conflict Mode Instrument, what mode are you using to respond to this conflict? Is this your typical mode? Do you think another mode might resolve this conflict more effectively?
4. Does your style change with different degrees of conflict, from mild tension to disagreement to personal attacks?
5. How does your cultural background or family background affect the way you respond to conflict? What messages were you told or did you discern about confrontation from the way you were raised? In what ways do you still carry these messages with you?

Personal Reflection

1. What emotions do you most commonly experience when tension or conflict arises?

2. Do these emotions help or hinder resolving the conflict? Why?

3. According to the Thomas-Kilmann Conflict Mode Instrument, on a scale of 1 to 10, rate how often you use each style:

- a. Competing: _____
- b. Accommodating: _____
- c. Avoiding: _____
- d. Collaborating: _____
- e. Compromising: _____

4. What is your preferred way for dealing with conflict?

5. Does this way of dealing with conflict always serve you well? Explain.

6. What are some different ways of dealing with conflict that you would like to try?

Appendix P: Nuances of Communication Worksheet

Rosenberg's Steps for Resolving Conflict

So what can we do to effectively deal with conflict and our emotional responses to it? Marshall Rosenberg, Ph.D. developed this notion in *Nonviolent Communication*. In his book, he describes four basic steps – essentially four questions you ask yourself when conflict arises with others or whenever you find yourself becoming defensive.

1. ***Separate the event from your evaluation of the event.*** Here's a sequence you can follow: you are getting triggered by emotions, stop for a moment and try to discern the difference between the event and what you made it mean – your interpretation or evaluation. Ask yourself, what are the facts? What we observe is likely not to change, however, what we evaluate can be seen differently, especially when new data is added to the mix. Do your best to keep the event primary over the interpretation.
2. ***Describe your feelings.*** Ask yourself, what am I feeling? As you define the feelings that arose for you in response to the situations, use language that you own such as “I feel...” Avoid words that give away your responsibility such as “You make me feel...” Also avoid words that victimize you such as “attacked, abandoned, abused, betrayed, unsupported, etc.” because these words place the blame to the other and can continue to provoke the vicious cycle.
3. ***State your needs clearly.*** Ask yourself, what do I need in this situation? Identify the need as specifically as possible, recognizing that if all your needs were being met, it is likely you would not be having this reaction. This line of thought is especially helpful as it leads to getting clear picture of what is missing for you. Am I feeling vulnerable and do I need to feel confident? You can't ask another person to make you feel good about yourself. You can ask another person to listen to you without giving advice as you describe the situation and find your power for yourself. (See Marshall Rosenberg's list of Basic Human Needs at the end of this worksheet.)
4. ***Make a clear request.*** Once you identify a need someone can fulfill, ask yourself, what is a request (not demand) that I can ask of this person? The more specific the behavior asked in the form of a question, the easier it will be for the person to respond favorably.¹³

Handling conflict is an art that can be mastered as you acknowledge what is going on within yourself and with others. No doubt, you have learned to deal with conflict in other ways than what has been described above. Some of these coping styles may have worked in the past, yet to get where you want to go, you realize they are not going to work in the future. Here's where you get to choose.

¹³ Marshall B. Rosenberg, *Nonviolent Communication* (Encinitas, CA: PuddleDance Press, 2003).

Partner Discussion Questions

It is possible to convert emotional turmoil and negative energy into beneficial wisdom, and not without self-effort. The first step is to take responsibility for what you are feeling. As you begin to draw out the insights or lessons from negative experiences, the lessons turn into wisdom and you know that you have choices. These mentoring conversations are ideal for gleaning the good stuff from painful situations. Dealing with difficult people and painful circumstances actually gives you the best opportunity for growth albeit not the easiest road to walk. The aim of this conversation is to further your mastery of the art of working with conflict.

By knowing your own default patterns you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you and you can explore alternatives. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness for you and your situations.

1. Describe a conflict situation you were in that did not turn out as you would have liked.
2. Go through Marshall Rosenberg's Steps for Dealing with Conflict to understand what happened, what you were feeling, what was the need and missing request?
3. Explore other possibilities for outcomes based on this reflection.
4. When you are in the midst of a conflict of a high degree (personal attack, undermining or power play), it is often difficult to draw out the lesson. Share stories of past conflicts that had a physical or emotional impact on you over time. Ask yourself now, what was I meant to learn here? What other choices could I have made? What do I believe about conflict today as a result of what happened to me then? Could this experience now be reframed to offer me new insights or wisdom?
5. What are some insights you can draw from having successfully resolved a conflict? Ask your partner to tell a story that demonstrates a desirable outcome to a conflict? What was the wisdom gained from this experience?
6. Explore together the new skills and competencies you are learning in this mentorship program that will or are having an impact on the way you want to deal with conflict.

Personal Reflection

1. How has this exploration of conflict benefited you now?

2. What new insights do you have about conflict?

3. What are some new skills you want to commit to practicing in service of developing your mastery of responding to conflict?

Rosenberg's List of Basic Human Needs¹⁴

Autonomy:

- Choosing dreams/goals/values
- Choosing plans for fulfilling one's dreams/goals/values

Celebration:

- Celebrate the creation of life and dreams fulfilled
- Celebrate losses: loved ones, dreams, etc.

Integrity:

- Authenticity
- Creativity
- Meaning
- Self-worth

Interdependence:

- Acceptance
- Appreciation
- Closeness
- Community
- Consideration
- Contribute to the enrichment of life
- Empathy
- Emotional Safety
- Honesty [the empowering honesty that enables us to learn from our limitations]
- Love
- Reassurance
- Respect
- Support
- Trust
- Understanding

Physical Nurturance:

- Air – Food – Shelter – Rest – Water
- Movement/Exercise
- Sexual Expression
- Protection from life-threatening forms of life

Play:

- Fun
- Laughter

Spiritual Communion:

- Beauty
- Harmony
- Inspiration
- Order
- Peace

¹⁴ Marshall B. Rosenberg, *Nonviolent Communication* (Encinitas, CA: PuddleDance Press, 2003) 210.

Appendix Q: Taking Risks and Overcoming Fears

Taking Risks and Overcoming Fear Reading

'I thought I was going to die... so I tried to kill as many as I could': Hero Gurkha receives bravery medal from the Queen

- Corporal Dipprasad Pun defeated more than 30 Taliban fighters single-handedly
- Used the tripod of his machine gun to beat away a militant after running out of ammunition

A Gurkha soldier who single-handedly defeated more than 30 Taliban fighters has been awarded the Conspicuous Gallantry Cross by the Queen.

Corporal Dipprasad Pun, 31, described how he was spurred on by the belief that he was going to die and so had nothing to lose in taking on the attackers who overran his checkpoint in Afghanistan.

His gallantry award is second only to the Victoria Cross - the highest honour for bravery in the face of the enemy.



Proud: Queen Elizabeth presents the 31-year-old Gurkha with his medal at Buckingham Palace during an Investiture Ceremony

Cpl Pun, from the 1st Battalion the Royal Gurkha Rifles, was presented with the CGC during an investiture ceremony at Buckingham Palace, during which a number of other soldiers were recognised for their bravery.

Speaking after receiving the honour from the Queen, the Gurkha said: 'I'm very excited and happy to be here in the Palace to receive the Conspicuous Gallantry Cross. This will be a great memory for the future.'

The soldier fired more than 400 rounds, launched 17 grenades and detonated a mine to thwart the Taliban assault on his checkpoint near Babaji in Helmand Province, southern Afghanistan, last September.

At one point, after exhausting all his ammunition, he had to use the tripod of his machine gun to beat away a militant who was climbing the walls of the compound.

After the ceremony, Cpl Pun was congratulated by investiture guests who queued up to shake his hand.

Speaking about the actions which earned him the CGC, he said: 'At that time I wasn't worried, there wasn't any choice but to fight. The Taliban were all around the checkpoint, I was alone.

'I had so many of them around me that I thought I was definitely going to die so I thought I'd kill as many of them as I could before they killed me.



Decorated: Sergeant Dipprasad Pun, 31, of the 1st Battalion the Royal Gurkha Rifles holds his Conspicuous Gallantry Cross

'That incident happened in the middle of my tour and after that I thought nobody can kill us now - when we met the enemy I wasn't scared.

'I thought the Taliban did not have the capacity to fight with us.'

Cpl Pun, an acting sergeant during his Afghan deployment, was on sentry duty at the time of the attack when he heard a clinking noise outside the small base.

At first he thought it might be a donkey or a cow, but when he went to investigate he found two insurgents digging a trench to lay an improvised explosive device (IED) at the checkpoint's front gate.

He realised that he was completely surrounded and that the Taliban were about to launch a well-planned attempt to overrun the compound.

The enemy opened fire from all sides, destroying the sentry position where the soldier had been on duty minutes before.

Defending the base from the roof, the Gurkha remained under continuous attack from rocket-propelled grenades and AK47s for more than a quarter of an hour.

Most of the militants were about 50ft away from him, but at one point he turned around to see a 'huge' Taliban fighter looming over him.

The soldier picked up his machine gun and fired a long burst at the man until he fell off the roof.



Hero: Sergeant Dipprasad Pun defeated more 30 Taliban attackers single-handedly

When another insurgent tried to climb up to his position, the Gurkha attempted to shoot him with his SA80 rifle. But it did not work, either because it had jammed or because the magazine was empty.

He first grabbed a sandbag but it had not been tied up and the contents fell to the floor.

Then he seized the metal tripod of his machine gun and threw it at the approaching Taliban militant, shouting in Nepali 'Marchu talai' ('I will kill you') and knocking him down.

Two insurgents were still attacking by the time the heroic Gurkha had used up all his ammunition, but he set off a Claymore mine to repel them.

At this point his company commander, Major Shaun Chandler, arrived at the checkpoint, slapped him on the back and asked if he was OK.

In total he fired off 250 general purpose machine gun rounds, 180 SA80 rounds, six phosphorous grenades, six normal grenades, five underslung grenade launcher rounds and one Claymore mine.

The only weapon he did not use was the traditional Kukri knife carried by Gurkhas because he did not have his with him at the time.

The married soldier, whose father and grandfather were also Gurkhas, is originally from the village of Bima in western Nepal but now lives in Ashford, Kent.

His medal citation said he saved the lives of three comrades at the checkpoint at that time and prevented the position being overrun.

It read: 'Pun could never know how many enemies were attempting to overcome his position, but he sought them out from all angles despite the danger, consistently moving towards them to reach the best position of attack.'

Major General Nicholas Carter, who was commander of combined forces, including British troops, in southern Afghanistan during Cpl Pun's deployment, praised the soldier and those from the Mercian Regiment receiving gallantry awards today.

The senior officer, who received the Distinguished Service Order from the Queen for his leadership in the Middle East country, said: 'Their efforts have been tremendous. It was a privilege to have members of the 1st Battalion Royal Gurkha Rifles and the Mercian Regiment under my command.'

'The Conspicuous Gallantry Cross does not get handed out lightly, it was a most remarkable achievement by that particular young Gurkha.'¹⁵

¹⁵ "I thought I was going to die... so I tried to kill as many as I could': Hero Gurkha receives bravery medal from the Queen" (Daily Mail, Web, June 2, 2011).

Partner Discussion Questions

Take some time with your partner to discuss the following questions, making notes of your responses as you go along:

1. What are the fears if any, that run your life at work, home, in relationships (i.e. fear of not making enough money/getting a job). Jot down as many as you can think of.

2. Now look for a bigger, deeper fear that underlies all or most of the preceding. Is there one and, and if so, what is it? How is this fear not serving you at this time in your life and given your personal vision and goals?

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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5. Think of 10 risks you would like to take in your life in the coming 3 months. List them and share them with each other.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Strategies for Overcoming Fears

1. ***Make a gratitude list*** - If you know the fear-inducing situation in advance, make a list of why you are grateful for the opportunity the event presents. Maybe it's a public speaking engagement where you will speak about your new book or new product. Are you grateful for the opportunity to share your ideas with more people or meet some new people? Are you increasing your brand awareness? Are you getting a trip to a new city? When fear creeps in, rattle off your gratitude list in your head.

If you're thrown into a fearful circumstance without the chance to plan ahead, make your gratitude list on the spot. List anything that you are thankful for such as your family, friends, clean air and good food. Keep listing things until you feel yourself relax.

2. **Positive affirmations** – Sometimes also called “mantras”. When you feel yourself becoming fearful of a situation, repeat positive phrases to yourself (or out loud) such as “I am strong” or “I can do this.” Keep saying these affirmations over and over to yourself while also working to breathe deeply. It may take a few minutes, but the positive words will help you push past your fears.
3. **Set a Goal or Objective** - To use the public speaking example again, before you get to the event, know at least one goal or objective you are hoping to achieve. If fear creeps in, remind yourself of that goal. Having something tangible to focus on will keep you from being overcome by fear.

You can use the same tactic when a fear-inducing situation is sprung on you. Take a deep breathe, and think of an objective you could achieve in this situation. Maybe you’re at a party and someone you hoped to avoid just walked through the door. Set an objective to say hello politely and then to move on to talk to others. Knowing what you want to accomplish in a difficult situation can help you have a plan of action.

4. **Chunk It Out** - We are often fearful when something seems too big for us to handle, like a 15-mile run or a big project at work. We can quickly become overwhelmed. One of the best ways to deal with this type of fear is to break up the project or situation into smaller pieces. Instead of looking at the project as having to build an online community of 100,000 followers, break it down into smaller, short-term goals like 5,000, then 10,000, then 25,000 followers. The smaller chunks can help you to process the goal instead of becoming overwhelmed.
5. **Enlist a friend to help** - Having someone to help you, whether in the trenches or from afar, is one of the best ways to overcome fear. Knowing that there is someone who believes in you and will help can make your fears lessen quickly. Take a friend with you for your 15-mile run, plant a friend in the front row of your speaking engagement, or have your spouse stay with you at a cocktail party with their co-workers. Don’t be afraid to ask for help. You’ll be surprised at how many people want you to succeed!¹⁶

¹⁶ Karen Janos, “5 Strategies for Overcoming Fear” (Mind Body Green, Web, July 27, 2012).

Appendix R: The Way Forward Worksheet

Personal Reflection

1. Name the most important lesson you learnt during this mentorship?

2. Name three new things that you learnt about yourself?

3. What was the most challenging unit for you? Why?

4. Which unit seems most natural to you? Why?

5. Building on what you learnt during this mentorship, what are the next steps you are going to take in realizing your leadership vision and mission?

6. What resources and support to you need to achieve these steps?

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Other Suggested Reference Material

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Additional Reading: 15 Best Leadership Books Every Young Leaders Needs to Read¹⁷

Lead Yourself

Before you can lead someone else, a group, or a company, you must be able to lead yourself. That means discipline, self-actualization, sense of purpose, and humility.

1. *Meditations* by Marcus Aurelius (Gregory Hays translation)

Although Aurelius was writing for himself, the surviving text is a road map to living a better life. By removing the excess, Aurelius shows us all how to rise above distractions to maintain our principles. Rooted in Stoic philosophy, *Meditations* is practical advice for controlling your thoughts, emotions, and actions to remove stress from your life.

2. *Man's Search for Meaning* by Viktor Frankel (Boston: Beacon Press, 1992)

This book recounts Viktor Frankel's experience in Auschwitz, the Nazi prison camp, during the Holocaust. Through all the pain and suffering Frankel was able to maintain perspective and conclude that there "must be meaning in suffering." He reminds us that the meaning of life is to define that meaning for ourselves through action.

3. *The Alchemist* by Paulo Coelho (New York: HarperCollins, 1998)

Life is a journey. Each one of us should be trying to follow our own personal legend (that is, what you have always wanted to accomplish). The tale of Santiago, a shepherd boy, reveals what happens when we pursue our own legend: "the universe conspires in helping you to achieve it."

Defining Leadership

After building your foundation from which to lead, it's important to understand exactly what leadership is and how it's applied. It's also helpful to study other successful leaders and businesses.

4. *The Truth About Leadership* by James M. Kouzes and Barry Z. Posner (San Francisco: Jossey-Bass, 2010)

There are some things that will always play a role in effective leadership. Trust, credibility, and ethics are among those things. Kouzes and Posner reveal 30 years of research that support these and other core principles.

¹⁷ Joe Vennare, "15 Best Leadership Books Every Young Leader Must Read," (Life Hack, Web, January 6, 2015).

5. *Good to Great: Why Some Companies Make the Leap...and Others Don't* by Jim Collins (New York: HarperCollins, 2001)

Some companies succeed, but most fail. Jim Collins evaluated thousands of articles and interview transcripts to figure out why exactly that is. Then he packaged it all into this book to show you what traits you'll need to build a great company.

6. *The Seven Habits of Highly Effective People* by Steven R. Covey (New York: Free Press, 2007)

Seven Habits is a timeless lesson in leadership and success. By changing your mindset to embrace an alternative perspective, Covey walks you through the self-mastery Paradigm Shift. This process is broken down into Independence, Interdependence, and Continual Improvement, resulting in meaningful and consistent growth.

7. *Delivering Happiness* by Tony Hsieh (New York: Business Plus, 2010)

As CEO of Zappo, Tony Hsieh built a massively successful business by doing what everyone else talks about: putting the customer first and hiring the right people. Serving customers and company culture were the main focus. As a result employees and customers were happy and satisfied. Hsieh was able to dismantle traditional corporate leadership and deliver happiness and loads of profit along the way

8. *The Innovator's Dilemma* by Clayton Christensen (New York: Collins Business Essentials, 2006)

Here Harvard professor and businessman Clayton Christensen lays out the path to "disruptive innovation." This, as described by Christensen, requires rejecting the needs of the customer right now in favor of adopting new methods and technologies that will meet their needs in the future. Early adopters and innovators get ahead; all of the others fall behind.

9. *Tribes* by Seth Godin (New York: Penguin Group, 2008)

Start by reading Tribes and then continue on reading everything Godin has written. From his blog to his books and everything in between, Godin is sharing a winning formula for stepping outside of the status quo to do meaningful work. It's this kind of work that will inspire others to follow, help you get noticed, and leave a legacy long after you're gone. Communicate and motivate.

Inspiring Others to Follow

To lead you must inspire others to follow your example or orders. It helps if you're able to attract, engage, and encourage employees, business partners, and potential clients to get on board with your plan or proposal.

10. *Drive* by Daniel H. Pink (New York: Riverhead Books, 2009)

The ability to motivate is central to leadership. That's what makes Pink's book so valuable. Packed with the secrets of motivation, Pink suggests we move away from rewards and punishment, opting for meaningful work, mastery, and autonomy instead.

11. *How to Win Friends and Influence People* by Dale Carnegie (New York: Simon & Schuster, 1936)

Everyone wants to feel important. In *Win Friends* Carnegie shows you how to use that in your favor to make people like you and win people over. It's a book about how to communicate and interact with people in a meaningful way. It all comes down to showing interest in the people you interact with and the work that they are doing. If you make that connection you will have won a friend.

12. *Team of Rivals* by Doris Kearns Goodwin (New York: Simon & Schuster, 2005)

If Abe Lincoln can unite his cabinet and the country around abolishing slavery amidst war, you can probably reconcile conflicting personalities in your company. Meshing people of divergent ideologies into a team or group is an admirable leadership trait. In *Team of Rivals* Kearns Goodwin recounts the story of how Lincoln surrounded himself with the best people, despite their differences. He was humble and unafraid to be challenged: two traits that will serve every leader.

Keep Going

Sometimes things don't go as planned. If and when that happens, you'll have to pick yourself up and start all over again. Perseverance and resilience are mandatory.

13. *Endurance* by Alfred Lansing (London: Hodder & Stoughton, 1961)

In 1914, explorer Edward Shackleton undertook an expedition to the South Pole. Although the mission was a failure, the resulting story of survival in the ice-bound Antarctic seas serves as a guide post for leaders confronted with adversity.

Be Real

No one can fake leadership. And, if they can, it won't last long. Acknowledging fear and vulnerability are far more valuable leadership skills than being cold or shut-off.

14. *Daring Greatly* by Brené Brown (New York: Gotham Books, 2012)

Being vulnerable doesn't have to be a weakness. Fear and shame shouldn't prevent us from daring to do big things. Instead, Brown tells us that it's most important to show up; to try and to fail. Because coming up short is better than never having tried at all.

15. *The War of Art* by Steve Pressfield (New York: Black Irish Entertainment, 2012)
Anything you create is going to require one heck of a battle: that's the war of art. Every single person in the world who has written a book, published an article, started a business, or made "art" has been scared out of their mind. Procrastination, fear, and self-doubt strike everyone. The only way to beat them is to make stuff and share it with the world.